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ABSTRACT

This study was conducted to determine the feasibility of investigating State legislation pertaining to vocational, technical, adult, manpower, and career education and its impact on curriculums and programs. Computer search methodology was utilized to identify relevant laws in five states: Maryland, Ohio, Texas, Utah, and Virginia. Analysis of these laws indicated a wide variation of legislation among the study States. There appears to be a growing need to develop a more definitive legal basis for program and curriculum development in education. No State has comprehensive legislation. Few States have the incentive to undertake a study of the problems, analyze their legislation, and design a comprehensive coverage of appropriate legislation. It was recommended that the study results proving the feasibility of such an investigation be considered a guide and foundation for a larger effort culminating in the final design and development of a State legislation model that will provide the authority, direction, and support of curriculum and program development in adult, vocational, technical, manpower, and career education. Statute categorization forms, cross-reference matrix of identified State statutes, definitions of the major purposes for which laws have been enacted, and evaluation criteria are appended. (MF)

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Final Report

STATE LEGISLATION FOR VOCATIONAL, TECHNICAL, ADULT, MANPOWER, AND CAREER EDUCATION: CURRICULUM AND PROGRAM IMPLICATIONS

The Ohio Division of Vocational Education
Department of Education
State Office Building
65 South Front Street
Columbus, Ohio 43215

March 30, 1973

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STATE LEGISLATION FOR VOCATIONAL, TECHNICAL, ADULT, MANPOWER, AND CAREER EDUCATION: CURRICULUM AND PROGRAM IMPLICATIONS

The Ohio Division of Vocational Education
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March 30, 1973

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PREFACE

With growing intensity over the years, national leaders in education have singled out various states to illustrate exemplary programs. Often the legal basis for these programs is overlooked as a factor which may aid or inhibit the development of curricula and programs. Generally other factors are looked upon as prime movers of new and different educational programs.

Eventually, however, if the program, system, or new concept is to develop, the legal basis for its existence and improvement must be considered. Vocational and technical educators have been reluctant to fully recognize the importance of comprehensive state legislation for these specialized curricula. They have failed to comprehend the correlation between some of their problems and the absence or limitations of existing legislation. Paradoxically, however, many of these same educators have fully recognized that federal legislation has grossly impacted upon their state, institution, or community.

At this point in time it should no longer be necessary to raise the question of why certain federal legislation came into being. It should be clear to most everyone that federal laws were developed in areas where states and local communities failed to exercise their potentialities to better assist their citizenry in meeting both individual and collective needs. Certainly money has been a problem, and so has the absence of expertise, leadership, desire, and direction. Federal legislation pointed the way by authorizing the funding of the major portion of new program costs. Suddenly, almost miraculously, experts appeared, programs were developed, and people were served in new and different ways. Not all programs were efficient or effective, but things did begin to happen. The stage was set for new performances in human resources development.

On the federal level new and innovative legislation can be identified as the prime factor that sets the tone for leadership, direction, and support. Contrastingly, state legislation generally tends to be void of imagination. This is an oversimplification, to be sure, as many states can proudly point to legislation that disproves this generalization; but the fact remains that in many areas of consideration, state legislation is either poorly designed or alarmingly incomplete.

Turning our attention toward those specific curricula and programs that are designed to prepare an individual for an occupation, we see that the assumptions of many national leaders in vocational-technical education are correct: state legislation is a vital consideration, a priority, in program development, control, and support; there is little uniformity in legislation state to state; there is a wide disparity in awareness and desire to combat local and regional problems that hold implications of broader national consequence; and that ways and means can be found to increase all individuals' options for occupational preparation.

From these concerns and based on these assumptions, a small group working with the Ohio Division of Vocational Education and the American Vocational Association in Washington, D. C. formulated a plan to investigate the feasibility of delving deeper into this matter of adequate state legislation and its impact upon curricula and programs. Specifically, state legislation pertaining to vocational, technical, adult, manpower, and career education was set as the parameter of the study. Also considered was the eventual possibility of this study becoming the basis for the development of a model which would incorporate comprehensive legislation in the areas mentioned, if such should prove feasible and desirable. The report that follows delineates the activities, findings, and recommendations of the initial study sponsored by the U. S. Office of Education.

Donald L. Rathbun

Donald L. Rathbun
Principal Investigator

ACKNOWLEDGEMENTS

The Ohio Division of Vocational Education is pleased to have had the opportunity to participate in this feasibility study in an area that has the potential for service to a number of states.

We are indeed grateful to the American Vocational Association for its assistance in the study. To Mr. Lowell A. Burkett, Executive Director of AVA, we express thanks and appreciation for providing personnel and counsel for the study. Mrs. Mary Allen Jolley, former Associate to the Executive Director for Government Affairs of AVA, is to be recognized for her role in conceptualizing the need and problems behind the study. Donald L. Rathbun, Associate Director for Research at AVA, served as principal investigator. We wish to thank him for his willingness to undertake the study tasks and for his contribution in data collection, analyzation, and reporting.

Members of the study advisory committee were Robert VanTries, Dr. Calvin Dellefield, and Mr. Burkett. Sherrill McMillen of the U. S. Office of Education served as project officer. To each, we thank you for your cooperation, participation, and support.

Although it is impossible to recognized all the State Directors, members of their staffs, and other at the state level who were so helpful, it is these busy people who make a study of this type possible and meaningful.

Appreciation is also expressed to Robert Koon of the Ohio Division of Vocational Education who served as Assistant Project Director and who coordinated the study activities.

To others along the way, including AVA professionals and Miss Leslie Wineland, who served as research assistant and typist of this final report, we also express our thanks.

It is our most sincere hope that this study may be the spark that ignites the fires of larger efforts to unravel the complexities and inadequacies of state legislation for adult, vocational, technical, manpower, and career education. We further trust that eventually, through identification, modification, and invention, the necessary components of model comprehensive legislation may be rewoven into a fabric that could serve as a pattern or guide for all states.

Byrl R. Shoemaker

Byrl R. Shoemaker
Project Director

ABSTRACT

STATE LEGISLATION FOR VOCATIONAL, TECHNICAL, ADULT, MANPOWER, AND CAREER EDUCATION: CURRICULUM AND PROGRAM IMPLICATIONS

This study determines that it is feasible and desirable to investigate state legislation in the areas cited in the study title and that there is sufficient evidence recommending that a larger study and analysis be performed to gather complete data for the design of model legislation. A comprehensive model would serve the many states as a guide in determining areas of missing or inappropriate statutes and provide direction for legislative reorganization or supplementation.

The study involved five states--Maryland, Ohio, Texas, Utah, and Virginia--and utilized computer search methodology to identify relevant laws. An analysis of these laws indicated a wide variation of legislation among the study states. Many missing elements were noted state to state, and there appears to be a growing need to develop a more definitive legal basis for program and curriculum development in adult, vocational, technical, manpower, and career education.

A cross-reference matrix was devised to facilitate a comparison of each state's laws with a legislation composite composed of identified statutes from each study state. Out of the matrix of one hundred general and special-purpose laws, each study state has corresponding legislation as follows: Maryland, twenty-nine per cent; Ohio, thirty-two per cent; Texas, thirty-seven per cent; Utah, thirty-eight per cent; and Virginia, twenty-four per cent. Many of the areas not covered by law are controlled or directed through regulations of state boards of education

or some similar agencies. The study raises the question as to the advisability of vesting power in regulations vs. specific law.

Some specific findings of the study include the following: not one of the states has legislation that pertains to career education, while only one has specific manpower legislation; only one state has a law promoting vocational education; adult education statutes are practically non-existent; two states have statutes that outline standards of quality in program areas, while only one state stipulates by law that each school district shall establish and maintain vocational education programs; one requires that technical colleges maintain curriculum that is seventy-five per cent vocational and technical; apprenticeship is well-defined and legislated in all states. No state has comprehensive legislation.

State legislation appears to be a series of disjointed efforts creating a milieu of often ambiguous and incomplete statutory provisions for program authorization and operation. There are many roadblocks and points where the efficacy of activities is disipated. Direction is needed. Few states have the incentive to undertake a study of these problems, analyze their legislation, and design a comprehensive coverage of appropriate legislation. This study strongly suggests that the time has come for such a unified effort and that the leadership for this action can best be triggered by a comprehensive model of legislation.

FINAL REPORT

STATE LEGISLATION FOR
VOCATIONAL, TECHNICAL, ADULT, MANPOWER, AND CAREER EDUCATION:
CURRICULUM AND PROGRAM IMPLICATIONS

1.0.0 The Study Problem

Prior to 1963, vocational-technical educators had continually experienced difficulty in obtaining funds for programs, curriculum development, equipment, and--most difficult of all--capital outlay funds for new construction. With the passage of the 1963 Federal Vocational Education Acts the pendulum of educational concern began to swing toward vocational education. Matching monies were made available for construction and equipment. Then with the enactment of the 1968 amendments to the 1963 Acts, still more support and emphasis were cast in the direction of vocational education. Numerous studies and projections on manpower requirements were initiated with newly available federal funds. Advisory councils were mandated to evaluate vocational programs and make recommendations. State and local planning was stressed. Exemplary programs were encouraged philosophically and financially. Provisions were made for curriculum development and vocational teacher education.

Vocational education at long last was recognized as one of the major components of education which had a potential to cope with societal change by preparing youth for employment. Current research indicates that eighty per cent of our youth enter the labor market without a degree, yet today's occupational requirements are more technical and less manual than ever before.

Today, at this writing, if we investigate across the country we would find many areas where the plans of vocational educators and the intent of congressional redirection have not been realized. There are varying degrees of duplication, efficacy, and implementation. Why? There are no simple, concise answers. Combinations of leadership, organization, limited expertise, and other factors are easily identifiable as contributing to the problem. Various studies are looking more closely at some of these problem areas. The particular study resulting in this report has skirted many of the above issues in an effort to zero in on state statutes that may be the key to many of the problems cited. These laws can either enhance or deter efforts to improve and increase programs and curricula of education and training.

The problem, or rather, problems that this feasibility study attempts to relate to can perhaps best be stated as a series of assumptions. These assumptions have been formulated informally and unofficially over the past few years by leaders in vocational-technical education across the country.

1.1.0 Assumptions

This study was designed around a series of assumptions; they were as follows:

1.1.1 State legislation relating to curriculum and program development in adult, vocational, technical, manpower, and major components of career education varies greatly among states.

1.1.2 Some state laws, policies, and regulations do not provide for the optimum utilization of all funds and resources available from federal and state levels in the programs and curricula of adult, vocational, technical, manpower, and career education.

1.1.3 States need to develop adequate programs of education for a work role to serve all segments of the population and all geographic areas of the states.

1.1.4 A study and evaluation of existing state legislation will be indispensable in developing a model for legislation at the state level for adult, vocational, technical, manpower, and career education.

1.1.5 A model for state legislation for adult, vocational, technical, manpower, and career education is vitally needed to illustrate essential legislation that does not restrict or preclude curricula and program development but does provide the legal basis for serving the educational and training needs of all people throughout a state.

1.2.0 Study Objectives

In order to more completely understand the nature and design of the study of state legislation for vocational, technical, adult, manpower, and career education, the objectives of the study are presented below:

1.2.1 To determine the feasibility of a comprehensive study of state legislation in the areas of adult, vocational-technical, manpower, and career education and their implications for curricula and program development; and

1.2.2 To obtain information from a representative sampling of five states concerning state legislation in adult, vocational-technical, manpower, and career education and to draw implications for curricula and program development; and

1.2.3 In the process of conducting the feasibility study, to refine techniques for a more comprehensive study; and

1.2.4 To begin the determination of a model of state legislation in the indicated areas for enhancement of the states' abilities to function effectively utilizing all available funds and other resources for programs of adult, vocational-technical, manpower, and career education.

1.2.5 Summary of Study Problems, Assumptions, and Objectives

The study was designed to determine the feasibility of conducting an investigation of state legislation to identify those statutes which held implications for curriculum and program development in vocational, technical, adult, manpower, and career education. Five states were to be selected as study states. An attempt was to be made to determine which statutes were restrictive and which were supportive of the vocational delivery system. Perhaps during the evaluation process, certain laws could be recognized as exemplary when compared with the composite of other state legislation. It would be essential to note these along with other pieces of legislation that appeared to be representative of those components or elements which would make up model legislation.

The feasibility study included the design, utilization, and refinement of data collection methodology replicable in other larger study efforts. In the process, assumptions formulating the study effort would be tested in terms of advisability, reasonable cost and time requirements, and most importantly, in terms of potential for impact on curriculum and programs in the areas mentioned above.

Study objectives further outlined the direction and limitation of the investigation, which was to be conducted in approximately six months. No other guidelines or references to other comparable studies were given. The project participants would be on their own to explore for the greatest possible benefits to the study and eventually to vocational, technical, adult, manpower, and the major components of career education.

2.0.0 Study Methodology

As originally conceived, a visitation of each study state would be made by the principal investigator to conduct a conventional search of state legislation in order to identify statutes appropriate for the objectives of the study. Approximately five days were alloted for each of the five study states. While in each state, additional information would be collected such as policies and regulations relating to the conduct of the programs outlined earlier. Organization charts would be obtained to better understand the structure and operation within each state. Interviews with key persons in administration and supervisory positions at the state level would be held.

After the study was funded and operational personnel became involved, it was noted that such searches could be conducted by computer and that a firm existed which specialized in this type of service. By cutting back on travel and visitation time and making some other shifts within the existing budget, the accrued savings would support the cost of utilizing the computer service. This revised plan was submitted to the study advisory committee and approved. The grantor also agreed to the revised process, and the principal investigator then set out to conduct the study on that basis.

2.1.0 Data Collection

The first step in the data collection process called for the compilation of a descriptor word list which would contain all terms common to the areas of education and training under consideration. This was accomplished in conjunction with Aspen Systems Corporation of Pittsburg, Pennsylvania, the firm selected to conduct the legislative searches.

The first search netted an overabundance of material; all selected laws contained descriptors from the word inventory but were not necessarily germain to the study. This massive number of laws was reviewed and laws inappropriate for the study were excluded. From an analysis of the remaining laws a new descriptor word list was generated to eliminate the superfluous statutes through a complex pattern of word combinations which were in context with study objectives. The remaining four state searches were far superior to the first although it was still necessary to conduct a hand review and exclusion process. It was decided that although this final hand search of computer-identified statutes was a time-consuming exercise, it was superior to utilizing a more discriminating descriptor program and running the chance of missing an appropriate law. In addition, the hand search process proved helpful in noting some laws that did not directly relate to the study objectives but would serve as examples of exemplary or innovative legislation which could be adapted to serve as a component of a model legislative package.

2.2.0 Analysis of Identified Statutes

In order to analyze the remaining statutes it was necessary to first determine the purpose for which each was enacted. This proved to be a difficult task due to the ambiguity of some laws and the multi-purposes of others which prescribed combinations of authorization and administration.

Each of over three hundred laws was analyzed and twenty-seven categories or purposes were listed. This number's being untenable dictated combining or grouping purposes to the extent that eight categories finally emerged. All laws reviewed could then be placed under one of the eight categories.

In further analysis it was decided to simplify the process even further by utilizing only four primary categories or purposes while handling other lesser or special purpose statutes as sub-categories. The four main categories or purposes of the legislation identified were: acceptance acts, authorization acts, acts of financial significance or consideration, and acts pertaining to the administration of programs, institutions, boards, councils, agencies, and the like.

Forms were devised to identify, describe, categorize, evaluate, and comment on each identified law. (See Appendix A.) Each law was identified by the state code designation used by the given state. This could be by article, chapter, title, section, or subsection, whichever terms were appropriate. A very brief abstract of the law was also recorded on the form.

Since many laws are multivalent in purpose, added flexibility of categorization was achieved by noting a primary and a secondary purpose or function of each law. In some cases one or more sub-categories were checked, while other laws did not lend themselves to be catalogued in more than one category.

Special note should be given to the evaluation portion of the categorization process. The context of evaluation as used here was not legalistic but rather a further means of providing other criteria by which the law could be catalogued, compared, identified as a model component, or relegated to a subordinate position in the hierarchy of the state legislation milieu. An explanation of this process may be found as Appendix D.

In the comments section of the categorization form the investigator/evaluator placed information relating to "Other" sub-categories or commented on the content of the law.

2.2.1 Documentation Review and Model Component Identification

Occasionally in the analysis process it was necessary to review the full text of a law to fully understand its function. Identified laws were placed in perspective state to state and in relation to the total composite of legislation for adult, vocational, technical, manpower, and career education. (This process will be explained in the next section in discussion of the Cross-reference Matrix.) Certain types of laws stood out while others were conspicuous in their absence. In both cases there appeared to be ramifications for a model of legislation that could cover all aspects of occupational, practical arts, and career education.

3.0.0 Study Findings

The computer searches of the legislation of the five study states reviewed literally thousands of statutes. The initial search of Virginia alone involved over 10,000 documents, of which 2,675 relevant to the query system used were delivered in full text print-outs. These were further refined to 34 laws which directly related to the study. Laws that were excluded in the final process were those that although encompassing terminology as listed in the word descriptor list of the query system were nevertheless general in nature or not germain to the study; they were therefore not incorporated in the supportive data recorded in this report.

Table One below shows the total number of statutes identified and the number selected for this study. Fewer laws are listed for Ohio than for other study states, which may be due to the difference in query systems used. The Ohio data was obtained through the Ohio Bar Association Research system by the computer firm that supplied data on the other states.

TABLE 1

State	Number of Statutes Received From Computer Search	Number of Statutes Identified For Study
Maryland	342	52
Ohio	101	61
Texas	1284	80
Utah	445	77
Virginia	2675	34
Totals	4847	304

The 304 identified statutes are listed by state and may be found in Appendix A. The laws were catalogued into four major categories or purposes: acceptance acts, authorization acts, financial acts, and administration acts. (See Appendix C for definitions of each categorical purpose.) They were then rearranged according to those four purposes and were reduced to 100 entries of general descriptions. From this synthesis evolved a cross-reference matrix which can be identified as Appendix B. In some cases each state may be found to have a law or laws which fit the general description of purpose; in other cases only one or two states may be shown to have statute(s) pertaining to a certain general law area.

As an example, the first entry in the Cross-reference Matrix (Appendix B, page 1) is an acceptance act and calls for the acceptance of federal legislative acts including Smith-Hughes, the Vocational Education Acts of 1963, and other subsequent acts. All states have legislation to this effect. Reading across the form we find Maryland's law identified as 77-133, Ohio's as 3303.02, Texas' as 89-9VACS 2675N, Utah's as 53-16-9, and Virginia's as 2.1-64.8.

The second entry on the Cross-reference Matrix, also a description of an acceptance act, was extracted from Utah legislation. It refers to the renewal of an act that specifically promotes vocational education. Only Utah as compared with the other four study states has this law; therefore no other entries appear.

In the process of building a legislation model, each of these entries would be further analyzed and evaluated. If the law were either exemplary or basic to the goals and purposes of vocational, technical, adult, manpower, career education or any other educational area of concern, it would probably be rewritten to be more comprehensive or to cover the purpose of the law more explicitly; then it would become part of the model legislation.

A study of Appendix B (the Cross-reference Matrix) will indicate many gaps in the legislation of each state. This is not to say emphatically that in areas where identification of law(s) do not appear on this form that the state does not have legal authority or legal guidelines under which to operate. The state may vest their authority to act in State Board regulations or in policy. This report raises questions as to the advisability of this modus operandi and attempts to conclusively build a case for the evidenced need of a comprehensive and definitive legal basis for curricula and programs founded in a complete array of statutes. This line of reasoning will be pursued in Section 4.1.1: Data Collection Methodology and Analysis.

We shall now review the general and specific findings of the study.

3.1.0 General Study Findings

The general findings of the study indicate a series of notable situations that seem inherent in the mass of each study state's legislation. It further appears highly probable that comparable discrepancies exist among other states as well. Let us first consider the extent to which current statutes cover aspects of adult, vocational, technical, manpower, and career education.

3.1.1 Comprehensiveness of Existing Legislation

The statutes of any state reviewed can in no way be considered comprehensive. The gaps that exist are readily apparent in a brief peruse of the Cross-reference Matrix (Appendix B). Considering the one hundred general purposes of laws as listed in the matrix we find a total of 217 corresponding state laws recorded. In a few instances two or three laws are grouped under one category per state. Ideally, if all categories were covered, a minimum of five hundred statutes would be represented. We count 161 entries, or slightly over thirty-two per cent of the possible entries covered. Therefore, over sixty-seven per cent of these one hundred descriptions of state laws have no counterpart in current legislation of the study states.

In this total of 100 possible entries, Maryland covers 29, Ohio 32, Texas 37, Utah 38, and Virginia 24. These figures may also be considered percentages covered by each state. The mean for all states is 33.3 and the median is 31. If an arbitrary five per cent factor is introduced for possible search error and another three per cent for special purpose laws that pertain to only one or two states (for example, see the Cross-reference Matrix, Appendix B, page 6, ID #48: The Appalachian Regional Development Act of 1965 cannot possibly involve Utah or Texas, although some other states do have similar laws), the lack of comprehensiveness in the legal structure of the study states is read[illegible]pparent.

3.1.2 Component Evaluation: General

As used in this study, "component" refers to a type of law or the purpose for which it was enacted. In this section we shall look at areas of legislation that in general need supplement or revision.

First, none of the states appear to have excessive legislation per se. However, the two western states do tend to have redundant legislation, having passed numerous laws that are exactly the same except for the name of the institution involved. This seems unnecessary and illustrates the piecemeal approach to legislation as practiced in many states.

Second, it is difficult to categorize many statutes to be one type as opposed to another type because each may be designed to serve a variety of purposes. While one law may be strictly an acceptance act, another may, for example, accept federal funds, authorize their disbursement, and present guidelines for the administration of special programs for which the funds may be earmarked. Again this aspect depicts the complexity, multi-purpose, and sometimes the ambiguity of state legislation.

Of the 266 laws listed in the Cross-reference Matrix, 4.6 per cent are acceptance acts, 53 per cent authorization acts, 10.5 per cent financial acts, and 31.9 per cent administration acts. The relationship remains about the same when all identified laws are analyzed. Many of the general description laws are listed as double function or purpose acts; therefore, these relationships hold little significance unless the entire state's legislative array is compared or contrasted with some standard. The standard proposed as a result of this study experience is a legislation model.

3.1.3 Curriculum and Program Implications: General

Many analogies may be drawn from these study findings which have implications for curriculum and program development. (The numbers that appear with the statements that follow refer to Cross-reference Matrix data: see Appendix B).

All states have a legal vehicle whereby they may accept federal funds (CRM #1). All states have authorization to expend these funds as well as state funds (CRM #1, 3, 5, 6, 9, 10, 26). All states have authorized local and district levy of taxes, etc. (CRM #39, 88, 94, 95, 100). Problems do exist, however, in each of the many states in the legislation that directs, limits, or promotes curriculum and program development. Although about half of the identified laws reviewed have been placed in the authorization category (CRM #9 through #53) it appears that each state should have additional definitive legislation, especially in the administration category, in order to insure proper curriculum and program development.

It further appears that many programs are continued because of momentum or precedent built up over the years rather than on legislative directives, since few such statutes exist.

Relevant to the need for statutory administration guidelines, it is significant to note that twenty-four states have passed at least one law applicable to accountability in program administration. Most of this legislation has been enacted since 1969. An additional sixteen states will probably enact such legislation during 1973.**

3.2.0 Specific Study Findings

At present no state legislative format exists. There are no guides, outlines, or checklists that catalogue the statutory components of a comprehensive legislation package. States can only react to mounting problems or growing needs as they become aware of them or are pressured to action. Little forecasting or pre-planning is in evidence.

Likewise this study did not have a guide or outline with which to compare collected data. Study comparisons are based on one study state in relation to the other study states and not in relation to a model or guide. No attempt was made in the course of the study to evaluate in depth the quality of a given law; attempt was made only to recognize those areas that appeared to be in need of additional legislation. In the course of the study, however, certain other observations were made as reported herein. Some of these more significant findings follow. Again, the numbers that appear refer to the Cross-reference Matrix: Appendix B.

** "Legislation by States: Accountability and Assessment in Education." Wisconsin State Educational Accountability Repository: Madison, Wisconsin. March, 1973.

3.2.1 Specific Findings Having Curriculum and Program Development Implications

In this section specific findings of the study are presented as a series of statements. Each finding has notable implications for curriculum and programs in adult, vocational, technical, manpower, or career education. They are as follows:

No legislation specifically regarding career education was found.

Only one state had specific manpower legislation (CRM #81, 99).

All states have similar laws accepting federal legislation for vocational education (CRM #1, 3, 6).

One state has a specific law promoting vocational education (CRM #25).

Adult education generally is neglected, except as found with post-secondary legislation and other mixed laws which also authorize summer schools, post-secondary institutions, and the like (CRM #29, 32, 75, 82). Utah has established a special fund for adult education and has a series of other adult education laws (CRM #29; also see Appendix A, Utah, page 11, Statutes ID #42, 43, 44).

Apprenticeship in each state is well-defined and controlled legislatively (CRM #13, 59, 60, 61, 77, 78, 79). Some states require evening school for out-of-school youth under the age of eighteen. However, most of these latter laws are weak (CRM #59).

Only one state has authorization legislation for the contracting of vocational and special instructional services (CRM #44).

Ohio authorizes wage payment to students in occupational work-training or product-producing situations (CRM #46).

Only one state stipulates that each school district of the state shall establish and maintain vocational education (CRM #49).

Two states have statutes that outline standards of quality in program areas (CRM #70).

One state requires its technical colleges to maintain curricula that is at least three-fourths vocational and technical (CRM #72).

Another state requires its governing body to establish regional colleges of three divisions, one being adult, which includes vocational education (CRM #75).

Ohio requires all post-secondary technical programs to be operated by technical colleges (CRM #76).

3.2.2 Component Evaluation: Specific

This section addresses itself to significant legislation in more specific terms than in Section 3.1.2.

Based on the experience of this study the investigators conclude that legislation pertaining to adult, vocational, technical, manpower, and career education is inadequate for program continuity and development. Following are statements that indicate this condition:

Purposes and general provisions of state statutes are seldom stated as part of an act. A study of federal legislation and its interface with state law would benefit most states.

Acceptance laws of each state appear adequate.

Authorization laws allow and encourage dichotomy of educational services and delivery systems to be formed. This situation should be studied.

Authorization laws generally tend not to be concerned with special requirement types of education, i.e. handicapped, disadvantaged, etc.

No laws were found that would attempt to unite all levels and types of education into one coordinated and progressive continuum.

One state has a law creating a joint committee of the State Board of Vocational Education and the Coordinating Board of the College and University System to coordinate funding of vocational-technical-occupational programs and vocational-technical teacher education programs (CRM #21). No evidence of legal requirements for the coordination and participation of other forms of special educational services exists.

Only Utah has an administrative law calling for a Systems Planning and Computing Steering Board to coordinate the efforts of state and educational agencies (CRM #73).

The administration of manpower planning and human resources development legislation is almost void in the study states. Utah does have some laws that include vocational education members in manpower planning, and Virginia has authorization for a Human Resources Division within state government (CRM #17).

Only Texas has a law that specifically charges the Board of Higher Education as well as the State Board of Education to encourage and develop new programs in vocational and technical education (Appendix A, Texas, page 13, ID #52).

3.2.3 Other Findings: Specific

Ohio appears to have the most comprehensive jointuring legislation for area vocational schools.

All states have similar laws pertaining to vocational rehabilitation, while one state has legal authority for the formation of an advisory council on the needs of handicapped children (CRM #18).

Most states preclude older students from attending regular classes. Virginia has a discretionary law allowing persons twenty years old and older to attend (CRM #62). Ohio has authorization to establish programs for high school continuation for persons over twenty-one and evening schools for out-of-school youth (CRM #27, 31, 59).

The State Board of Education of all states studied acts as the State Board for Vocational Education (CRM #9).

Only one state authorizes the governor to accept and dispense funds (CRM #5).

All study states have a separate Board for Higher Education which includes community and technical colleges. Utah has two two-year institutions under the State Board for Vocational Education; the remainder of its state schools are under the supervision of the Board of Regents (Appendix A, Utah, page 11, ID #45).

By law, no state recognizes the importance and contributions of adult, vocational, technical, manpower, or career education. Texas, however, does have a law which expounds the importance of higher education both for the nation and for the state (Appendix A, Texas, page 12, ID #68).

At least one state lists a responsibility of the State Board of Higher Education to include evaluation and master planning for vocational education (CRM #82).

Texas requires junior colleges to be accredited in order to receive appropriations (CRM #98). That state also requires junior colleges to offer a minimum of twenty-four semester hours of vocational education or other terminal-type courses (CRM #85).

3.3.0 Modeling Characteristics

At the conclusion of this feasibility study sufficient experience and insight has been gained to begin to draw together some of the essentials of a legislation model. Wide variation of legislation has been noted state to state. A specific law of any given state can seldom be compared directly with a specific law of another state. Content of each statute differs as to purpose and application.

Regardless of these differences, however, certain elements do stand out. It is from these emerging elements that components of a comprehensive legislation model begin to take form. At this point a model has not been designed; only portions of its contents are being suggested. A study of state legislation is feasible and needed, as the data in this report indicates. The study was designed to prove or disprove the assumptions on which the proposal was built. It has proven conclusively four of the five assumptions to be correct, while the fifth has not been proven or disproven (see Section 1.1.0: Assumptions).

Likewise, study objectives have been reached (see Section 1.2.0: Study Objectives) and some components of a model have been identified. These are included in the following section.

3.3.1 Components of Model Legislation

In order to determine all components (functions and purposes of laws) of model legislation it will be necessary to study the legislation of more states, analyze these laws in greater depth, and separate the various elements of each law in order to identify the areas covered.

For the purpose of the initial study reported here all laws reviewed were categorized according to one of four primary purposes. These four purposes could be considered major components with which to structure a legislation model. However, upon study of additional states it may be necessary to add other components to achieve comprehensiveness.

This feasibility study suggests that under each component sufficient sub-categories be added to encompass all levels and types of education. These may include areas not necessarily covered in the legislation reviewed. In Appendix A are listed eleven sub-categories plus one additional entry ("Other" column) to act as a catch-all of any special purpose for which laws may be enacted. It is suggested that these sub-categories and others be placed under each of the four main categories or primary purposes of each law. Some of these additional areas may include the following:

Special Education for the Handicapped
Special Education for the Disadvantaged
Special Education for the Gifted Student
Manpower Training and Retraining
Career Education
Human Resources Development
Reciprocity - Teacher Certification
Coordinating Boards and Councils
Cooperative Ventures
Out-of-school Youth
Advisory Councils and Committees
Duties of Boards, Councils, and Committees
Statement of Purpose, Intent, and Provisions
Special Requirements and Considerations

Other areas of concern which may emerge as a result of a larger study should also be included.

3.3.2 Model Legislation Relationships

Laws as proposed in model legislation would reflect the salient features of all state laws currently in force. They should also take into consideration the relationships that could ideally exist state to state. An example of this type of law is Texas' Regional Education Compact (Appendix A, Texas, page 17, ID #67). Consideration should also be given to a state's relationships within a region for jointly owned, operated, or shared facilities, mutual concerns and joint projects interrelated among many states. These may include the previous example or may include legislation similar to Maryland's Appalachian Regional Development Act of 1965 (Appendix A, Maryland, page 9, ID #33).

This study also suggests that the design of a legislation model should be based in part on the format and examples as set forth by federal legislation. By so doing it is felt that a better interfacing will result and the states may eliminate roadblocks of procedure or time constraints in the future. A thorough study and application of this consideration may insure optimum utilization and efficacy in receiving and dispensing federal resources.

3.3.3 Model Format

The format of model legislation at this point may best be expressed in terms of an outline, as implied above. Since this study was required to begin the determinations of a model, the design presented here is not intended to be a complete outline or model format but a skeleton on which to build a comprehensive model.

STATE LEGISLATION FOR
ADULT, VOCATIONAL, TECHNICAL, MANPOWER AND CAREER EDUCATION

Part I
Provision and Intent

Section 100 Intent

The following is an example of a statement of intent that could be used in this model:

> It is the intent of this state to provide, and to require the various school districts and educational institutions to provide, sufficient opportunity for all students, out-of-school youth, and adults to have access to programs and courses of educational

and occupational training at all levels to meet their needs for occupational preparedness. It is further recognized and appreciated that the socio-economic strength and well-being of this state, region, and country rests on the appropriate preparation and employment of its citizenry; therefore, adult, vocational, technical, manpower, and career education are vital considerations. In this interest, every effort shall be maintained to provide for the optimum utilization of all resources for these purposes and to maximize the development of human resources. Etc. Etc.

101 Responsibilities

Responsibilities of local governments, school districts, educational institutions, and private preparatory schools

102 Training and Education

One system; variety of delivery sub-systems

103 Facilities, Tools, Equipment, and Supplies

General design, approximate industry, flexibility, economics, etc.

104 Special and Ancillary Services

105 Other Mandated Services and Provisions

106 Private Schools and Training Programs

Part II

Definitions

(All educational, occupational, and training terms, agencies, institutions, processes and procedures, including boards, councils, and committees)

Section 101 Elementary

102 Middle Schools or Junior High

103 High School

104 Comprehensive High School

105 Area Vocational Centers

106 Community, Junior, and Technical Colleges

107 Colleges and Universities

108 Adult Education

109 Career Education

110 Manpower

111 Vocational Education

112 Technical Education

. . . .Other

Part III

Acceptance Acts

Section 100 Federal Legislation

101 Funds, Grants, and Services

102 Regional, State, and Local

Part IV

Authorization

Section 100 Human Resources Coordinating Commission

- 100.1 Membership
- 100.2 Powers

101 Bureau of Education

- 100.1 Organization
- 100.2 Powers

102 Elementary Education Division

- 102.1 Organization
- 102.2 Powers

103 Middle/Junior High School Education Division

- 103.1 Organization
- 103.2 Powers

104 Secondary Education Division

- 104.1 Organization
- 104.2 Powers

105 Adult Education Division

- 105.1 Organization
- 105.2 Powers

106 Community, Junior, and Technical Colleges Division

- 106.1 Organization
- 106.2 Powers

107 Colleges and University Division

- 107.1 Organization
- 107.2 Powers

108 Vocational and Technical Education Division

- 108.1 Organization
- 108.2 Powers

109 Manpower Training and Retraining Services

- 109.1 Organization
- 109.2 Powers

110 State Level Advisory Councils

- 110.1 Councils Included: Apprenticeship; Adult Education; Vocational, Technical, Manpower; Others

110.2 Council Membership

110.3 Purposes

111 Types of Institutions

(Could be placed under each division)

111.1 Purposes

111.2 Organization

112 School Districts

... Other

Part V

Financial

Section 100 Collection and Disbursement of Federal Funds

101 Collection and Disbursement of State Funds

102 Minimum Foundation and Support of Public Education and Ancillary Services

103 Capital Outlay for Education and Training

104 Public Improvement and Investment Fund

... Other

Part VI

Administration

This section would encompass the greatest number of laws; it would be organized to cover all areas of the previous categories as well as any additional considerations added as a result of a more in-depth study and analysis of existing legislation, state needs and problem areas.

The organization and powers of each division of education and training on the state and local levels would be qualified in authorization acts; under administration acts would appear the duties, responsibilities, operational policies, and most of the regulations that are now found buried in State Board minutes and the actions of other agencies. This is the area needing the greatest amount of study and reform.

Administration statutes would also include legislation having impact on the individual's health and safety in education and training. They would spell out how various councils and advisory committees would operate. Administration laws would also encompass child labor law, which would be a part of employment security and apprenticeship training statutes.

Accountability and qualities of standards as well as planning, forecasting, and information management systems would be set up to involve all of education. Statutes stating and outlining cooperative ventures and inter-agency and intrastate cooperation are vital to comprehensive administration legislation.

In any design of model legislation, the various disciplines within education need to be considered, i.e. agriculture, business, physical sciences, etc. In the proposed legislation higher education interests would not command any greater or lesser role than any other level or type of education. All agencies cooperating for the optimum development of human resources must enjoy equal prestige and influence on the total system.

4.0.0 Conclusions of the Study

Based on the experience and information resulting from this study of state legislation and the implication that legislation holds for curricula and programs in the educational areas outlined, this section addresses the question of feasibility, implications, and evaluation.

4.1.0 Feasibility

One objective of the study proposal called for the determination of the feasibility of conducting a comprehensive study of state legislation in the areas of adult, vocational, technical, manpower, and career education and its implications for curricula and program development.

The completion of this study has proven that it is feasible to conduct such an investigation in terms of time and cost. The potential impact that could be generated by in-depth follow on activities is purely speculative; but if need is a contributory factor, then the impact should be great enough to more than justify the effort. In the discussion that follows, operational techniques will be reviewed to the extent necessary to emphasize the factors on which conclusions are based.

4.1.1 Data Collection Methodology and Analysis

The use of the computer search method was quick and less laborious than conventional hand methods. However, the time delay between the call for search and receipt of full text print-outs of targeted statutes would suggest that in the end a hand search conducted at a central source (a complete state law library, for example) would be the better method. This method, combined with survey and correspondence at the state level, would net the researcher adequate data for a study base. In some specific cases, states and territories that have unique organizational relationships, such as Wisconsin with a separate Board for Vocational Education, or special requirements, such as New Mexico, would still require on-site visitation. In addition, it would be beneficial to interview various key personnel on state and, in some cases, local levels to determine the functions and efficacy of existing legislation. A representative number of visits and interviews combined with the above-referenced survey and communications would be sufficient to record and document essential data.

The analysis of identified legislation germain to the study presented a problem. Difficulty arose from the fact that so few states have comparable statutes. Laws do vary greatly state to state. Combinations of intents, purposes, and implementation of acts tend to disguise one from another and make it difficult to categorize under a specific purpose. The situation resembles an attempt to analyze apples, pears, and oranges: they are all fruit, they grow on trees and have peels, but where one is sweet, another may be sour or tart; in addition, the variety of each species takes on different characteristics, just as certain laws reflect influences of companion laws and state agency organization.

At best an analysis of statutes dictates a study within a study, an effort which is a crucial function of the larger effort. A law must be studied to ascertain all ramifications of its content, intent of its authors, and scope of its authorization. Due to the legalistic specifications of this function, appropriate legal expertise would be required in the development of model legislation. In view of this requirement the feasibility study reported herein made no attempt to provide a legal interpretation of the legislation reviewed but rather developed, refined, and tested processes upon which a larger effort could be based if the evidence supports that decision.

All categories or purposes for which each law was initiated were identified, and existing laws of each study state were identified and catalogued. By a general and overall comparison of the laws of the five states, certain weak or missing areas of legislation were noted (see Cross-reference Matrix, Appendix B). As an example, Ohio legislation stands out in the area of jointuring of districts for joint vocational schools (JVS, a term unique to Ohio as compared to other study states) while other states touch lightly on the subject, if at all. Jointuring among other areas, it appears, should be spelled out quite succinctly in model legislation.

All states tend to have areas of legislation that need to be added, revised, or deleted. Only through a thorough study on a broader basis involving a major proportion of states could a perspective be reached whereby an all-encompassing legislative model could be produced. The initial study reported here shows unequivocally that it can be done, that the need to assist states in providing them with a legislative guide is readily apparent, and that such efforts appear to be long overdue.

Another objective stated that in the process of conducting the feasibility study, techniques would be refined for a more comprehensive study. This was accomplished through the testing of various approaches outlined earlier in the report. Logical and practical steps toward more refined methodology applicable to a larger study can also be seen in the redesigned data forms used in the study process.

The identification of elements common to most state legislation tends to form the basic components of a legislative model for vocational, technical, adult, manpower, and career education. In addition, it will be necessary to add to basic statutes those types of laws that are now considered exemplary. The model will be completed with the inclusion of proposed legislation encompassing specific areas of authorization and administration heretofore left unresolved.

Study experience has not gained hard-fact evidence that a model of state legislation would appreciably enhance a state's ability to effectively utilize all available funds and other resources for programs and curricula. One study objective assumes that this aspect would begin in this initial feasibility study. Though this determination has not been made, the study has raised question as to the best legal basis for program development and the extent to which statutory direction should be vested in authorization and administration legislation.

There are strong indications that if authorization and direction is complete and effective, the optimum utilization of state and federal resources will be the result. To state this more simply, if certain states had complete and definitive legislation they could make better use of funds and other resources available to them. However, this supposition is yet to be proven.

One state, as an example, is authorized to conduct vocational education by three basic laws. On one hand this may appear desirable: one could argue that being unencumbered with restrictive or definitive legislation allows flexibility of funding and program operation. However, on the other hand, a closer look uncovers a lack of direction, no definition of purpose, no safeguard for program uniformity, and perhaps most significant of all, no provision for program continuity. Considering this last point, interviews have confirmed that quality programs are generally the reflection of the expertise of key state persons. These persons usually are the State Directors and/or the State Superintendents. All other factors being equal, these chief school officers exert a great amount of influence on statewide programs. Local principals, directors, etc. command similar influence on the local level; therefore, without positive legislative guidelines the education and training of youth and adults within the state is at the discretion of these key state and local administrators.

Furthermore, without specific legislative guidelines, programs can be allowed to deteriorate or become a diluted effort as key administrators retire or change position or as new administration causes a different emphasis to be given. After a decade or two in a key position an administrator develops the insight, political astuteness and liaison to "get things done," while his younger counterpart is seldom as adept. In the absence of laws that guide and direct, each change of administration or key administrative personnel poses a threat to program continuity and quality growth. Needs can be discussed at any length, but without the legislative machinery to keep programs moving efficiently, progress can be irreparably obstructed.

Many with longevity of office might argue that direction is offered by State Board regulations, which in most states have the effect of law upon passage. This study contends that although this aspect may be true in general, reliance upon a legal structure vested in the use of regulations for control and direction is by no means the most ideal. Regulations have a way of losing their identity. They become submerged in archives of Board minutes. Many states do not publish or even periodically update a catalogue of Board actions that prescribe policy and regulations. Interpretation varies and generally the actual use of a regulation may undergo an evolutionary process surpassing or falling short of original intents. Reliance upon regulations in lieu of a comprehensive structure of state statutes is highly suspect.

4.1.2 Cost Effectiveness and Time Utilization

This was a limited study, under-staffed and under-funded.

With a slight addition of funds, much more could have been accomplished. However, considering the amount of material amassed and the information uncovered, the study was effective for the budget involved. A more comprehensive study based on this beginning effort will be more easily initiated and accelerated through to completion. Herein lies the effectiveness of the study: it has been a secure and promising investment for future payoff.

Again, considering the fairly short duration of the feasibility study, time utilization, although not optimum, was certainly reasonable. The data collection process encountered unforeseen and uncontrollable delays; suggestions have been made earlier in this report to eliminate or scale down these delays to a manageable level.

4.1.3 Potential Impact and Need for a Model

The impact that this particular study holds for the future of vocational education hinges on similar efforts that may follow. This study can be a "shower of the way" or it can become an "exercise in futility." It has demonstrated the feasibility of conducting such a study and collected evidence of the patchwork of laws, ambiguous regulations, and phantom policies; all point clearly toward the need for model state legislation.

4.2.0 Study Implications

The implications of this study are many. These implications may even grow as others review, add to, and reassess the documentation collected. Our state legal structure has grown in a gerrymandering sort of evolutionary process. There has been little comprehensive planning beyond that of the constitution and constitutional revisions. Issues popular, fashionable, or most demanding have been served in random fashion, while other considerations of no less consequence or public impact have been allowed to lie dormant by state legislatures.

4.2.1 Implications for Curricula and Programs

With the absence of essential mandates regarding specific programs, it is little wonder that in many sections of the country vocational curricula is severely limited and in still other areas programs leading to occupational competency are almost totally inaccessible for the majority of students. It will be interesting to watch the strides that the Commonwealth of Virginia will most probably make in education, originating with the Standards of Quality enactment of the 1972 legislature. Of equal interest will be Ohio's legislation requiring vocational education to be accessible in every school system across its state. Again, these legislative actions direct and stipulate the specific approaches to be taken in curriculum and program development. Without these specific mandates many communities would lull in doldrums of complacency and indifference. Evidence does point to the idea that where there is legislative mandate, there is action. If this is true then if follows that program and curriculum development can best be assured by support and direction vested in law.

4.2.2 Implications for Program Continuity and Quality

Programs are defined, mandated, and supported with specific legislative directives through state statutes. A planned system can be outlined which implies a synergy of greater strength, impact, and efficacy than the sum of its individual components. No longer will the delivery system be a disjointed effort of a variety of programs, projects, and poorly-conceived plans. Here for the first time can be seen the roots of a true concept of career education with meaningful experiences for all.

Through a planned system will come the assurance of program continuity insulated from the whims or prejudices of unknowing or uncaring administrators, legislators, or state and local leaders. Today's trend toward full accountability of the educational process to those who provide the tax monies as well as to those who are served (or not served) further emphasizes the need for a strong legal base for occupational education and training of the highest order.

4.2.3 Implications for Changing Needs and Educational Crises

A study of this type holds implications for the beginnings of a responsive system of education involved in forecasting and pre-planning well in advance of its needs and the demands placed on it. The trend would be away from the grassfire, after-the-fact reaction to neglected situations.

A comprehensive legal structure within the state would provide the flexibility necessary to meeting the changing needs of its society. Some states are already demonstrating their desire to be forewarned and forearmed against impending socio-economic variations. Special study and monitoring councils are being formed to record the pulse of the states' well-being. Model legislation could be instrumental in bringing the state to a position of sensitivity and new responsiveness.

4.3.0 Evaluation

An evaluation of the study can be made on various levels. One may wish to pursue the approach used, the analytical process of the investigators, or the study methodology and find certain aspects wanting. The investigators readily submit that greater depth is necessary to adequately cover the complexities of the subject. The true worth of this study can only be ascertained in light of future activity in the development of a model of comprehensive state legislation or in the absence of such action.

This study has reached the objectives for which it was designed; in that light it has been successful. Whether it conveys the magnitude of the problems uncovered sufficiently to encourage the initiation of a greater effort remains to be seen.

4.3.1 Study Evaluation Overall

From an overall appraisal of the study, aside from the feasibility aspect, few really new things have been learned to present to knowledgeable people within the vocational, technical, and adult educational fields. Most certainly study data does prove that the assumptions on which this study was conceptualized are in most part correct. Individuals philosophically prone to discount the merits of practical occupational education may continue to fault similar study efforts; but we find it difficult to comprehend that the thinking true educator, when faced with both the evidence of need and a comprehensive legislative model, would not tend to favor a complete legal format.

Although unforeseen problems arose from the design and in the conduct of the study, some efficiency was traded for limited staff, and other minor limitations arose, the results tend to stand firmly and positively for further investigation.

4.3.2 Evaluation of the Study Findings

The investigators would have preferred more time and assistance in the analysis and comparison of collected data. More depth could possibly have been gained and perhaps other correlations uncovered. At any rate it is highly doubtful that the findings would appreciably alter the conclusions and recommendations as set forth in this report. The conclusions reached therefore assure us that the study has served its intended purpose.

4.3.3 Additional Study Areas Needed

Anyone planning future efforts of this type should consider an in-depth study of policies and regulations as they apply to the areas concerned with this study. The feasibility study did not explore to sufficient depth policies and recommendations resulting from the absence of certain laws.

To enable a better understanding of the internal workings of state government as it pertains to education and a state government's relationship with federal agencies, it would also be advisable to involve this type of study with other studies now underway in organizational patterns and decision-making policies and procedures. Each aspect needs to be an added dimension in the process of building a state legislation model.

An expanded portion of following study efforts should also consider the interfacing of state legislation with federal legislation. States should be encouraged to give more thought to intents and purposes of legislation as well as the process involved down through the local level, and to include the appropriate language which would convey these ideas in the form of a preamble or statement of purpose.

5.0.0 Recommendations Based on Study Experience

Many of the preceding topics have been treated partly as recommendations; however, here in this final section can be found a further delineation of recommendations and suggestions aimed at varied target groups. It will be up to the reader to identify with those that best fit his orientation and professional responsibility.

5.1.0 Use of Study Findings and Conclusions

The investigators feel that this study should not be used to compare one study state with another state or to compare the statute matrix with a state that is not one of the five study states. Many of the laws identified have not been analyzed in sufficient detail to allow a breakdown to the extent that each element of the law could be compared with a like element of another law of that state or any other state. In addition, out of all of the laws identified by computer search only a fraction were selected in the hand search process; an excluded law may have had an element that could be compared favorably with an element of another state's law. Because many laws are multi-purpose, a law as a whole can seldom be compared in toto with another comparable but somewhat different law of another state. This type of study is highly subjective, and conclusions drawn must be considered in that light.

> Recommendation: These study results should be considered as a guide and foundation for a larger, more comprehensive study effort culminating in

the final design and development of a state legislation model that will provide the authority, direction, and support of curricula and program development in adult, vocational, technical, manpower, and career education.

5.2.0 Methodology, Including Data Collection

Recommendation: Study methodology should include legal search of state legislation, policies, and regulations according to well-defined parameters. Computer searches do not appear as desirable as originally thought due to problems of updating, conflicting terminology, and time delays. Interview techniques should continue to be used according to a prescribed format. A written survey should be conducted prior to personal interviews of key state personnel.

5.3.0 Data Analysis and Review

Recommendation: Legal counsel and assistance must be part of the modeling process. Also, there should be greater involvement of individuals with legislative expertise, as well as the implementors and administrators of programs authorized by law. It should be stressed that the analysis of state laws is for the purpose of differentiating elements, categorizing, and utilizing each element to determine the components of a model legislative package rather than to compare one state with another or compare a state with the model.

5.4.0 Emerging Model Components

Recommendation: In the further identification and breakdown of the laws of a greater number of states can be seen a more complete picture of all of the legal elements that are components of a comprehensive set of statutes. These components should be assembled in a logical and orderly sequence together with other newly designed legislation that appears necessary or appropriate to fully compliment a complete array of statutes. The finished model can then be used as a guide for states to either replicate or supplement their existing laws.

5.5.0 Information Dissemination

Recommendation: Portions of this study could be utilized immediately as a limited source in the identification of specific legislation. It should be distributed to those states now in the process of adding statutes to cover areas heretofore not part of their code. It is not anticipated that these study results would be widely circulated, but a legislative model resulting from a larger study should be disseminated to state legislators, chief state school officers, and other key persons on state, local, and federal levels. In addition, the legislative model should be exposed to every educational leader regardless of his discipline, and to teacher educators throughout the country.

5.6.0 Future Efforts Impacting Upon Vocational, Technical, Adult, Manpower, and Career Education through State Legislation

During the course of this study it became alarmingly clear that all of the states studied need some revision and additions to their education and training legislation. Input from other states not part of the study bears the same perception. It has been noted also that some states are coming to grips with problems surrounding implementation of the career education concept and are attempting to develop legislation to aid its development. In addition, from conversations and inquiries requesting material that would provide information to legislators and educators in the process of drawing up new legislation, and in the growing trends favoring practical and comprehensive education, the study participants have developed greater insight regarding the need to improve the legal basis for specialized curricula.

Recommendation: It is therefore recommended that the U. S. Office of Education assume a dominant position in the collection, consolidation, and dissemination of information that will assist states in making a more viable attempt to improve their respective legislative frameworks in the revision of manpower and human resources development legislation. It is further recommended that such action be oriented toward the improvement of program offerings and the accessibility of adult, vocational, and technical education throughout the many states and territories, and that the development of a more practical and comprehensive form of education concept plays a dominant and unifying role is fostered at every opportunity.

APPENDIX A

STATUTE CATEGORIZATION FORMS

Maryland
Ohio
Texas
Utah
Virginia

On these forms are listed the 304 laws identified for study. In the left-hand margin appears a study identification number. When reference is made to one of these identified laws in the final report the ID number is preceded by the first letter of the name of the state. For example, Maryland law 41-409F is #5 on page 1; in the report it would be referred to as M5. The M5 identification also appears in parenthesis with that law in the Cross-reference Matrix (Appendix B, page 1, line 4). In the first column on the left, each statute designation number, as used in the respective state's code, is listed along with a title. An abstract of the statute appears in the next column, followed by an X in the appropriate column categorizing the purpose or purposes of the law. On the facing page are recorded special purposes or sub-categories if applicable. The last four columns compose an evaluation section. Criteria for evaluation of a law may be found in Appendix D. The final block on the right (Comments) may provide information pertaining to the "Other" column of the sub-category section or may be used to comment on a specific statute.

Section 2.2.0 of the report provides additional information on the development and use of the form.

STATUTE CATEGORIZATION FORMS

MARYLAND

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State MARYLAND

M1

ID#	Statute Identification	Abstract	Purpose of Law				
			Acceptance	Authorization	Financial	Administration	Special (see sub-category)
1	41-409A Creation and composition of Maryland State Advisory Council on Vocational-Technical Ed.	Includes appointments and terms of office		x			x
2	41-409C Duties and Responsibilities of the Advisory Council on Vocational-Technical Education	Advise on state plan; evaluate programs and publish results; submit reports to National Council; advise State Board for Community Colleges				x	x
3	41-409D Duty of Council to make studies and furnish reports	May initiate their own studies or do them as requested by the Governor and/or Maryland General Assembly				x	x
4	41-409E Cooperation by State Boards and Agencies	All appropriate state boards shall cooperate with Advisory Council on studies and reports				x	x
5	41-409F Acceptance of gifts and grants	Advisory Council may accept gifts and grants	x_1				x_2
6	41-409H Receipt and administration of federal funds	Council shall receive and administer any funds appropriated to it under federal acts	x_1		x_2	x_2	x
7	43A-2 Purpose of Maryland Higher Education Loan Corporation	To improve educational opportunity by lending funds to students; provisions include eligible vocational schools			x_1		x_2
8	43C-2 Declaration of Policy	Enlarge and expand health-related (hospital) facilities and higher education					x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

M1

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
					x										x		Also see 41-409B
					x										x		
					x										x		
											x		x				Mandates cooperation from other agencies
					x										x		
					x										x		
											x		x				See also Sections 3, 5, 6, and 7 ; student loans
											x		x				Compare with voc-tech legislation - does parallel law exist?

* x_L = Child labor laws
x_E = Exceptional child laws

M2

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State MARYLAND

			Purpose of Law				
ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
9	77-12 Certification of Approval for private schools	Certification required; provisions for issuance and revocation				x	
10	77-43 Schools for Adults	County Boards may establish day and evening schools for adults in civic, vocational, and continuing general education		x			
11	77-89 Protective eye devices	Teachers and students involved in certain activity shall be required to wear eye protection				x_1	x_2
12	77-124 General State School Fund	Principal and interest, school construction and capital improvements plus annual appropriations for vocational education; public high school and voc schools			x		
13	77-125 Acceptance of Federal funds	State Board of Education authorized to accept federal funds for the state of Maryland; controlled by Treasurer	x_1		x_2		
14	77-133 Acceptance of Federal Acts	Accept Smith-Hughes Act, Vocational Education Act of 1963, and others; State Board of Education authorized to effect those provisions	x_1		x_2		
15	77-136 Power and duties of State Board of Education	Funds and programs for vocational rehabilitation			x_2	x_1	x
16	77-146 Definitions	Private schools, including trade and technical					x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

M2

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
															x		
													x				
											x				x		Teacher and student safety
															x		
															x		*Important to VE
															x		*Important to VE
										x					x		See also Sections 134 and 135
						x									x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State MARYLAND

M3

Purpose of Law

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
17	77A-1 Establishment: Powers of Board of Trustees for Community Colleges	Establish and maintain community colleges; provision includes permit of county to use community college buildings for secondary and/or vocational education				x	
18	77A-4 Definitions	Community colleges = offering terminal vocational-technical and semi-professional education, and other types of training					x
19	77A-30 Duties and Functions of Maryland Council for Higher Education	Studies and recommendations for overall development, including adult education for technical training; annual report				x_1	x_2
20	89 - 50-56 Apprenticeship (Inclusive)	Encourage development and maintenance of training systems; establish Apprenticeship and Training Council				x_1	x_2
21	95A-12 Duties, powers, rules, etc.; employment insurance laws	Among other, encourage and assist in adoption of practical methods of vocational training, retraining, and vocational guidance				x	
22	100-37 Industrial Education	Does not preclude any age from receiving industrial education				x	
23	100-39 Coordinate employment certificate for minors over 14 years	Participation in school-work coordination plan; supervision by State Department of Education, City, and County				x_1	x_2
24	100 - 6-16 Child Labor Laws (Inclusive)						x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

M3

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
												x				
							x					x				
x												x				
	x											x				See all six sections
												x				
												x				
				x_L										x		
				x_L										x		Important to reference but not listed separately; see all 11 sections

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State MARYLAND

ID#	Statute Identification	Abstract	Purpose of Law: Acceptance	Authorization	Financial	Administration	Special (see sub-category)
25	49B-19 Unlawful Employment Practices	Includes training and on-the-job-training, non-discrimination				x_1	x_2
26	77-12 Certificate of Approval for private schools	Includes apprenticeship or program of trade or technical education				x	
27	77-14 Report from private schools	State Board requires report by August 31				x	
28	77-15 Policies and guidelines for programs of instruction	On advice of Superintendent, State Board may set policies and guidelines, programs of instruction		x_1		x_2	
29	77-56A Cooperative administration of programs	County Boards may cooperatively agree on joint administration of programs, purchases, insurance, transportation, etc.		x_1			
30	77-142 Authority to establish free school systems	Baltimore - power to establish which shall include schools for industrial training		x_1			x_2
31	77A-8 State Board for Community Colleges	Creation of; membership and terms		x_1		x_2	x
32	77A-30 Duties and functions	Includes studies and recommendations, programs, data, reports - community needs				x_1	x_2

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

M4

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
								x						x		
														x		
														x		
														x		
														x		
											x	x			x	Must include industrial training
									x					x		
									x					x		Includes adult education

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State MARYLAND

M5

ID#	Statute Identification	Abstract	Purpose of Law Acceptance	Authorization	Financial	Administration	Special (see sub-category)
33	78A-13B Appalachian Regional Development Act of 1965	Example of authority to cooperate with federal government in training, education, agriculture, health and welfare	x_1			x_2	x
34	89-53 Duties of Apprenticeship and Training Council	Determine apprenticeable trades, formulate policies and agreements, register students, etc.				x_1	x_2
35	100-19 Apprenticeship training on dangerous machines: student learners	Allows training on dangerous machines; requires safety training, etc.				x_1	x_2

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

M5

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
											x		x				Regional responsibility
	x				x										x		
	x															x	

* x_L = Child labor laws
x_E = Exceptional child laws

STATUTE CATEGORIZATION FORMS

OHIO

01

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State OHIO

Purpose of Law

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
1	Constitution VIII, 2i Issuance of bonds and notes for capital improvement	Includes technical and vocational education		x_1	x_2		
2	129.70 Public improvements obligations	Authority to issue and sell non-highway obligations, debt limit, etc.; includes vocational education		x_1	x_2		
3	129.71 Public improvement fund; use and investment of money	Includes vocational education			x		
4	143.09 Classification and assignment of pay ranges	Teachers, administration, etc. pay ranges			x_1		x_2
5	154.02 Commission may issue obligations authorized by general assembly	Ohio Public Facilities Commission - includes institutes of higher education		x_1	x_2		
6	1151.295 Loans on pledges given for property improvement and student loans	Includes technical and vocational, also post-secondary and higher education			x_1		x_2
7	3303.02 Federal funds: Act of Congress for vocational education accepted, including future acts	Includes teacher training	x_1		x_2		x
8	3303.04 Cooperation with U. S. Office of Education	State Board of Education may cooperate with Dept. of Health, Education, and Welfare		x_1		x_2	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

01

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
													x		x		Basically standard but exemplary in that voc ed is mentioned
													x				Same as above
													x				Same as above
											x				x		Includes vocational education teachers
															x		
											x		x				Vocational-technical student loans included
											x		x				Vocational teacher training
			x												x		

* x_L = Child labor laws
x_E = Exceptional child laws

02

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State OHIO

ID#	Statute Identification	Abstract	Purpose of Law				
			Acceptance	Authorization	Financial	Administration	Special (see sub-category)
9	3303.06 Deposit and disbursement of federal funds	State treasurer is the custodian of vocational funds (federal)			x_1	x_2	
10	3304 Worker Re-training	Worker training committee and rehabilitation service				x_1	x
11	3311.16 Plan for joint vocational school districts	Authorization to plan		x_1			x_2
12	3311.17 Submission of plan to participating districts	On approval of the State Board of Education, initiating unit shall file plan with each proposed joint district				x_1	x_2
13	3311.18 Creation of joint vocational school district	Subject to consent of Board of Education, joint vocational school districts may be created		x_1			x_2
14	3311.19 Joint Vocational School District Board: executive officer, composition, mileage	Outlines management and control of a joint vocational school				x_1	x_2
15	3311.20 Bond issue; notes	Joint school district may, by a 2/3 vote of the Board, submit to electors the question of issuing bonds			x_1	x_2	x
16	3311.21 Tax levy; notes	May pass resolution to levy tax over 10 mil limit		x_1	x_2		x_3

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

02

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
															x		
										x	x		x				Different approach
							x						x				
							x						x				
							x						x				
		x					x						x				
							x						x				
							x						x				

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State OHIO

			Purpose of Law				
ID#	**Statute Identification**	**Abstract**	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
17	3311.211 Tuition; acceptance of funds	Joint vocational school authorized to charge and collect tuition from students coming outside of district		x_1	x_2		x
18	3311.212 Use of buildings	May be free or rental				x_1	x_2
19	3311.213 Enlargement of existing joint vocational school district	Amended: with Board approval, county school district may become part of the joint vocational school		x_1			x
20	3311.215 Use of facilities	Joint vocational school facilities may be used for post-secondary training		x_1		x_2	x
21	3311.216 Funds; contract certification	How and who keeps funds; how disbursed			x_2	x_1	x
22	3311.217 Dissolution of district	Procedure for dissolution of joint vocational school district				x_1	x_2
23	3311.218 (No title)	Joint vocational school Board may enter agreement with technical college to share equipment and facility		x_1		x_2	x
24	3313.172 Purchase or lease of motor vehicle	Joint vocational school may purchase or lease a motor vehicle, including city and county, upon Board approval		x_1		x_2	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

03

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
		x											x			
		x										x				
							x					x				
		x										x				
		x												x		Joint vocational school
							x					x				
		x							x			x				
		x										x				

* x_L = Child labor laws
x_E = Exceptional child laws

04

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State OHIO

Purpose of Law

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
25	3313.39 Appropriation of land	Board may appropriate land for the use of vocational schools		x			x
26	3313.53 Special Instruction schools	Board of Education may establish schools of special instruction		x			x
27	3313.531 Adult high school continuation programs	School Board may establish these for persons 21 years and older		x_1		x_2	x
28	3313.641 Summer school, adult, and post-graduate institutes	Includes evening school for out-of-school youth and adults		x_1		x_2	x
29	3313.643 Eye Protective Devices	Required				x_1	x_2
30	3313.90 Vocational education programs	Each school district shall establish and maintain vocational education		x_1		x_2	x
31	3313.91 Contracting for vocational services	School Board may contract for vocational services for persons under 21 years of age with private firms or individuals		x_1	x	x_2	x
32	3313.93 Payment of wages in occupational work adjustment laboratories	May pay students in product-producing situation		x_1	x_2		

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

04

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
		x	x									x				
											x	x				Authorization for special schools
x												x				
x												x				
											x			x		Safety
												x				Vocational education required by law
											x	x	x			Allows contract training - good; restrictive: precludes over 21-yr
												x				

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State OHIO

			Purpose of Law				
ID #	**Statute Identification**	**Abstract**	**Acceptance**	**Authorization**	**Financial**	**Administration**	**Special (see sub-category)**
33	3315.09 Contract for special instruction	May be contracted for up to one year		x_1		x_2	x
34	3317.05 (No title)	Vocational units shall not exceed classroom units, etc.			x		
35	3317.16 (No title)	Payments to each joint vocational district shall be the sum of . . .			x		
36	3319.08 Teacher employment and re-employment contracts	Board of Education and Joint Vocational School district shall contract for all teachers				x_1	x
37	3319.22 (No title)	Teacher certificates designation and term of validity				x	
38	3319.42 Interstate Agreement on qualifications of educational personnel	Purpose, findings, and policy		x_2		x_1	x
39	3331.01 Issuance of certificate	Given upon satisfactory completion of vocational education, etc.		x_1		x_2	
40	3331.04 Certificate for child over 16 years of age	If less than 18, part-time or evening vocational education or education for literacy and citizenship				x_1	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

05

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
											x	x				Contract education including joint vocational school
													x			
												x				
			x											x		
														x		
											x	x				
														x		
											x	x				Required but seldom enforced; does show intent and concern of legislator

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State OHIO

ID #	Statute Identification	Abstract	Purpose of Law				
			Acceptance	Authorization	Financial	Administration	Special (see sub-category)
41	3333.05 Authority over community college	Ohio Board of Regents is ruling body		x_1		x_2	x
42	3333.12 Instructional grants to undergraduate students	Includes 2-year technical students; table of grants			x_1	x_2	x
43	3333.14 (No title)	All post-secondary technical programs shall be operated by technical colleges				x_1	x
44	3335.20 Department of Ceramics	Board of Trustees of Ohio State University shall establish a department of ceramics		x			x
45	3349.28 Provisions of agreements	May make further provisions for continuance of programs including adult, technical, and evening programs		x_1		x_2	x
46	3351.05 Ohio Loan Commission; education	Includes loans to vocational and technical students			x		
47	3354.01 Community Colleges	Definitions					x
48	3354.02 Community College districts	Provisions for creation		x			x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

06

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
									x						x		
									x				x				
									x				x				See also 3357.01; definition of technical college, etc.
											x		x				Interesting: by law, one group of industries get technical programs
									x				x				
													x				Provisions continue through 3351.15
						x									x		
							x		x				x				

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State OHIO

ID #	Statute Identification	Abstract	Purpose of Law				
			Acceptance	Authorization	Financial	Administration	Special (see sub-category)
49	3354.03 Community College district	District to be political subdivision				x	x
50	3354.09 Community College	Powers of the Board				x	x
51	3357.01 (No title - technical colleges)	Technical college definitions					x
52	3357.02 (No title - technical colleges)	Technical college district definitions					x
53	3357.04 (No title - technical colleges)	Technical college district shall be a political subdivision				x	x
54	3357.05 (No title - technical colleges)	Within 90 days after creation of district, trustee shall be appointed				x	x
55	3357.07 (No title - technical colleges)	Trustees shall plan for technical college				x	x
56	3357.09 (No title - technical colleges)	Board of Trustees may, upon approval of Board of Regents, own technical college, hold and acquire property, accept gifts, enter into contracts, etc.		x_1		x_2	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

07

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
							x		x					x		
			x						x					x		
						x								x		
						x	x							x		
							x							x		
							x					x			x	Ohio laws spell out procedures
							x		x			x				
							x		x					x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State OHIO

Purpose of Law

08

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
57	3357.11 (No title - technical colleges)	Site purchase		x			x
58	3357.17 (No title - technical colleges)	Board of Trustees shall cooperate with County Commissioner				x	x
59	3357.18 (No title - technical colleges)	Ohio Board of Regents shall approve proposed plans				x	x
60	3357.19 (No title - technical colleges)	Board of Regents shall. . . perform studies relative to technical institute education				x	x
61	4109.12 Employment of under 18 prohibited in certain work	Vocational education and co-op programs excluded				x	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
									x					x		
			x						x					x		
			x						x					x		
			x						x					x		
				x_L								x				

* x_L = Child labor laws
x_E = Exceptional child laws

STATUTE CATEGORIZATION FORMS

TEXAS

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

T1

State TEXAS

ID#	Statute Identification	Abstract	Purpose of Law Acceptance	Authorization	Financial	Administration	Special (see sub-category)
1	234-2 VACS 2815J-2 (Educational Code)	Public junior college must be accredited to receive share of appropriations; also must offer minimum of 24 semester hours of vocational education				x	x
2	327-2 VACS 2815J-2 (Educational Code)	same as above				x	x
3	334-Article III-1 VACS 2922-13 Professional Units	Foundation school programs unit categories			x		
4	334-Article V-1 VACS 2922-15	Formula: vocational teacher units			x		
5	334-Article X-1 VACS 2922-20 (Educational Code)	Duty of State Board of Education, State Commissioner of Education, and State Board of Vocational Education				x	x
6	272-14VACS 2815T (Educational Code)	Board of Regents shall proceed to establish regional college in said regional college district; 3 divisions, one being adult, which includes voc-tech education				x	x
7	487-2VACS 2919C-2 Indicated meaning of words and phrases	Definitions of public junior college, senior college, university systems, certified programs, and more				x	x
8	487-10VACS 2919C-2 Board of Higher Education	The Board shall define. . .				x	

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

1

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
									x				x				
									x				x				
															x		
															x		
			x												x		
			x						x				x				Pertains to a specific district
						x			x						x		
			x						x						x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State TEXAS

T2

ID#	Statute Identification	Abstract	Purpose of Law: Acceptance	Authorization	Financial	Administration	Special (see sub-category)
9	487-16VACS 2919C-2 Financing higher education	The Board shall devise and review formulas, recommend to government, policies for vocational-technical programs, etc.			x_2	x_1	x
10	236-10VACS 2802K (Educational Code)	Any resident of the county-wide vocational school district over the age of 14 (by Sept. 1) shall be eligible to attend area vocational school				x	x
11	249-1VACS 2827E (Educational Code)	Where any school district operates an area voc-tech school, its annual county available school fund apportionment shall be used for its operation			x_1	x_2	x
12	380-1VACS 2647C-2-1 (Educational Code)	Higher education vitally important to Texas and to the United States					x
13	89-1VACS 2675N (Educational Code)	This act shall be known as the State Vocational-Technical Education Act of 1969		x			x
14	89-2VACS 2675N Definitions: Wherever in this Act, the following words mean:	Advisory Council, public junior college, Associate Commissioner (occupational education), apprentice, etc.					x
15	89-3VACS 2675N (Educational Code)	Establishes Advisory Council for vocational-technical education		x			x
16	89-4VACS 2675N (Educational Code)	The Council will consist of 21 members; duties listed				x	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

T2

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
			x						x			x				If coordinated w/ State Advisory Council for VE + SBE Dept. of VE: study
		x										x				
		x										x				
											x				x	Sample preamble for vocational-technical education application
											x	x				Complies with all aspects of the 1968 federal Act: vocational education
						x								x		
					x									x		
					x									x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State TEXAS

T3

ID#	Statute Identification	Abstract	Purpose of Law: Acceptance	Authorization	Financial	Administration	Special (see sub-category)
17	89-7VACS 2675N (Educational Code)	Duties of the Council				x	x
18	89-8-VACS 2675N (Educational Code)	The Council shall make studies etc.				x	x
19	89-9-VACS 2675N (Educational Code)	State Board for Vocational Education has authority to allocate funds (state and federal)		x			x
20	89-16 VACS 2675N (Educational Code)	State Board for Vocational Education has final authority to accept or reject recommendations of the Advisory Council		x			x
21	89-17 VACS 2675N (Educational Code)	Council replaces State Advisory Council on Vocational Education				x	x
22	89-18 VACS 2675N (Educational Code)	Creates position of Associate Commissioner for Occupational Education and Technology in Texas Education Agency		x			x
23	89-19 VACS 2675N (Educational Code)	Creates joint committee to advise State Board for Vocational Education and the coordinating board (college and university systems)		x			x
24	89-20 VACS 2675N (Educational Code)	Nine members - 3 each from State Board for Voc-Tech Education, Coordinating Board for College and University System, and the Advisory Council				x	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

T3

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
					x										x		
					x										x		
			x												x		
			x												x		
					x										x		
											x		x			x	Stipulates key voc-tech position on state level
			x								x		x				Coordinates approval and funding v-t occup. prog., teacher ed programs
			x										x				

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

T4

State TEXAS

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
25	179-7 2615F-1A (Educational Code)	Role and scope of the Texas State Technical Institute				x	x
26	827-10 (Educational Code)	Junior college may establish programs in technical and vocational education		x			x
27	889-11.01 (Educational Code)	Composition of the Central Education Agency; functions not delegated to CEA shall be performed by county or district boards		x		x	x
28	889-11.24 (Educational Code)	State Board of Education is also the State Board for Vocational Education		x			x
29	889-11.34 Authority to serve also as the State Board for Vocational Education	Authority granted		x			x
30	889-11.41 Composition and executive officer	State Board is unit of Central Education Agency; Commissioner of Education is executive officer				x	x
31	889-11.52 Powers and duties	Commissioner of Education shall serve as executive secretary of Board of Education and of the State Board for Vocational Education; duties listed				x	x
32	889-11.61 Composition	State Department of Education constitutes staff of the Central Education Agency				x	

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

T4

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
									x		x					x	Pertains to specific institution
									x						x		
											x					x	Added by 61st Legislature; Chapter 889, Section 1
			x												x		Added by 61st Legislature; Chapter 889, Section 1
			x												x		Added by 61st Legislature; Chapter 889, Section 1
			x													x	
			x													x	
																x	

* x_L = Child labor laws
x_E = Exceptional child laws

2

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION

State TEXAS

ID#	Statute Identification	Abstract	Purpose of Law Acceptance	Authorization	Financial	Administration	Special (see sub-category)
33	889-11.63 Functions: State Director of Education	Shall carry out mandates, regulations of State Board of Education, Board for Vocational Education, or the Commissioner of Education				x	
34	889-13.06 Provisional Certificate	Vocational educators in Trade and Industrial courses shall not be required to have a Bachelor's Degree				x	x
35	889-16.14 Vocational Teacher Units	In addition to professional units, other units may be allowed			x	x	
36	889-16.33 Vocational teachers	Minimum monthly base pay shall be same as classroom teacher			x	x	
37	889-16.98 Supplemental State salary aid	Vocational Education teacher unit multiplied by $50			x	x	
38	889-21.107 Vocational courses	All public free high schools located outside of city shall offer industrial arts, home economics, agriculture, and other vocational studies				x	x
39	889-21.111 Vocational and other programs	Board of Trustees of public school district empowered to conduct and supervise vocational classes		x			
40	889-21.909 Protective Eye Devices	Shall be required for teachers and students working in certain areas				x	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
															x		
											x				x		Trade and Industrial teacher certification
													x				
													x				
													x				
											x		x				Could include city schools
																x	
											x				x		Safety

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State Texas

ID#	Statute Identification	Abstract	Purpose of Law				
			Acceptance	Authorization	Financial	Administration	Special (see sub-category)
41	889-27.01 Establishment & location	A district to be knownas ____ County Industrial Training School District may be established and located in any country to provide Vocational Education		x			x
42	889-27.03 Powers and duties	Management and control of the district described				x	
43	889-27.07 Restriction of established district in counties with vocational or technical high schools	May not establish				x	x
44	889-28.01 Creation of countywide vocational school district	Incorporate every county for purpose of levying taxes, assessing and collecting vocational school taxation.		x_1	x_2		x
45	889-28.02 Taxing power of school districts	Taxing power as conferred in Counstitution Article VII, Section 3		x_1	x_2		x
46	889.28.03 Election	Petition order, conduct, etc. to determine if county tax shall be levied for vocational school programs		x_1	x	x_2	
47	889-51.003 (Also see Section 28.04 through 28.11 for related statutes)	See below					
48	889-51.003 State appropriations for public junior colleges	From State treasury. To be eligible must offer minimum of 24 semester hours of vocational and/or terminal courses Comply with existing laws, Collect & grant fees		x_1	x	x_2	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

T6

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
											x		x				Special districting
													x				
											x			x			Restrictive but good control to preclude duplication
							x						x				
							x								x		
															x		
									x				x				Also see S1.094

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State Texas

ID#	Statute Identification	Abstract	Purpose of Law: Acceptance	Authorization	Financial	Administration	Special (see sub-category)
49	889-51.094 Establishment of college; divisions; support	Board of Regents shall establish in regional college district a regional college with 3 divisions - including adult		x		x	x
50	184-Article XX 2-VACS Article 7038A (Tax code)	Nothing in this Act affects allocation of funds for vocational education			x_2	x_1	
51	334 Article III 1-VACS Article 2922-13 (Educational Code) Professional units	See vocation units - Part c, e, f					
52	487-10-VACS 2919c-2	See Part (7) Board of Higher Education shall encourage and develop in cooperation with State Board of Voc. Ed. new certified programs in vocational-technical & recommendations		x_1		x_2	
53	249-1-VACS 2827E (Educational Code)	In districts that operate area voc-tech schools annual available fund apportionment shall be used in operation of such schools			x		x
54	89-2-VACS 2675N (Educational Code)	Definition: Advisory Council secondary school, public junior college, post-secondary education, etc.					x
55	89-3-VACS 2675N (Educational Code) Duplication	Establishes state advisory council for vocational-technical education		x		x	x
56	89-4-VACS 2675N (Educational Code) Duplication	The Council shall consist of 21 members representing corss-section of vocational educational and labor interests				x	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

T7

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
x									x		x	x				Division which includes vocational & technical
												x				
														x		
									x			x				
		x										x	x			Restrictive, acceptable; earmarks fund for v-t schs. collected for that purpose
						x								x		
					x									x		
					x									x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State TEXAS

T8

			Purpose of Law				
ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
57	89-7 VACS 2675N (Educational Code) Duplication	The Council shall be the Advisory Council to the State Board for Vocational Education; duties listed				x	x
58	89-18 VACS 2675N (Educational Code) Duplication	Creates position of Associate Commissioner for Occupational Education and Technology in Texas Education Agency; duties listed		x_1		x_2	x
59	827-10 Authorization to establish voc-tech programs	Any junior college created under this Act may establish programs in technical and vocational education		x			x
60	882-1 VACS 2654-IF (Educational Code)	Central Education Agency may, under rules and regulations of State Board of Education, contract with private schools for the deaf		x		x	x
61	889-1 (Educational Code)	County industrial training school district may be established in any county for residents and non-resident		x			
62	889-1 (Educational Code) Power of District to levy, assess, and collect taxes	Industrial training school district is authorized to levy taxes		x_1	x_2		
63	889-1 Restriction of establishing district in counties with vocational-technical high schools	May not so establish				x	x
64	230-42 (Local school district)	Board of Education powers: levy taxes, use monies derived from taxes, state and federal appropriations for education, vocational funds, and others		x_1	x	x_2	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

T8

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
					x												
											x						Stipulates key position state level
									x				x				61st State Legislature; Excl - bracket, school district
											x		x				Precedent for contracting with private schools?
													x				Added by 61st State Legis; See Section 27.03 for powers
													x				Same as above
											x		x				Also listed on preceding page T7 as Section 2827E
			x												x		Added by 61st State Legislature session

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State TEXAS

ID#	Statute Identification	Abstract	Purpose of Law Acceptance	Authorization	Financial	Administration	Special (see sub-category)
65	163-1 VACS 2675-1 (Educational Code)	Authorizes State Board of Vocational Education to transfer title to equipment to school district, junior college district and state institutions for voc training		x_1		x_2	
66	327-2 VACS 2815J-2 (Educational Code)	To be eligible for appropriations, junior college must be accredited as first class junior college by State Department of Education				x	x
67	331-2 VACS 2919D Regional Education Compact	Amended to include a number of states; for the benefit of citizens in regions for education, services, facilities, and technical education				x	x
68	380-1 VACS 2647c-2-1 Legislative findings and purpose	The Legislature finds that higher education is vital to Texas and to the United States					x
69	889-11.25 Powers and duties related to Commissioner of Education	Powers and duties for Commissioner as guided by the State Board of Education		x_1		x_2	x
70	889-11.26 Powers and duties related to the educational needs of the state	The State Board of Education shall present needs to the governor, adopt budgets, establish accreditation standards, etc.				x	x
71	889-11.28 Powers related to independent school districts	State Board of Education may no longer create school district but shall continue to exercise the powers already created under former authority		x_1		x_2	x
72	889-13.02 Rules and regulations	With advice and assistance of State Commissioner of Education, State Board of Education is authorized to establish rules and regulations		x			x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

T9

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
																x	See also Section 2675-2
									x				x				
											x		x				An example of combining resources, etc.
											x		x			x	Could serve as example for vocational legislation preamble
			x												x	x	Comparable to other states
			x												x	x	Comparable to other states
			x													x	
			x												x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

T 10

State TEXAS

			Purpose of Law				
ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
73	889-13.06 Provisional certificate	Vocational teacher in Trade and Industrial shall not be required to have a Bachelor's degree				x	x
74	889-28.05 Annual levy and collection of tax; deposit of funds	Commissioners court must levy tax; assessor and collector deposit monies in separate fund (vocational school district)			x_2	x_1	
75	889-28.06 Duties of Commissioners Court	Determine tax, monies for district operating area vocational school, and transmit copy of order to Board of Trustees			x_2	x_1	
76	889-28.07 Apportionment of money; formula basis	Basis for receiving tax monies is the combined average daily membership of vocational students in area vocational schools			x		
77	889-28.10 Eligibility to attend school district operating vocational school program; tuition average and daily attendance	Must be between 14 and 21 years of age; no tuition shall be charged to resident of county; etc.				x	x
78	889-51.001 Supervision by Coordinating Board, Texas College and University System	Has general control of public junior colleges, enacts policy and regulations, creates junior college district, dissolves junior college districts, etc.				x	x
79	889-51.094 Establishment of colleges; divisions; support	Board of Regents shall establish 3-division college; includes adult education division for adults regardless of age, including vocational and technical education		x_1		x_2	x
80	889-1 Abolition of Industrial Training School District	May do so according to provisions in this section		x		x	

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

T 10

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
											x		x				See also 889-1 (11.31)
													x				
																x	See also Section 28.11 of Trustees
															x		See Section 28.08 - monthly settlement
		x												x			
									x				x				
									x				x				

* x_L = Child labor laws
x_E = Exceptional child laws

STATUTE CATEGORIZATION FORMS

UTAH

U1

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

Purpose of Law

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
1	34-23-4 Employment certificate	18-year-olds required to have work permit during school hours; not required outside school hours				x_1	x_2
2	34-23-13 Industrial Commission as enforcement agent	All commission and school authorities empowered to inspect employment places of minors; commission must enforce		x_1		x_2	
3	34-35-5 Antidiscrimination Division	Investigate discriminatory practices in employment, apprenticeship, vocational schools, etc.; report proceedings and recommendations to governor		x_1		x_2	
4	34-35-2 Definitions: Antidiscrimination, labor in general	Joint Apprenticeship Committee; vocational school; apprenticeship; on-the-job training					x
5	34-4-11 Administration of Employment Security Act	Primary goal to reduce unemployment; encourage and assist in adopting practical methods of vocational training and vocational guidance				x_1	x_2
6	35-8-1 Declaration of public policy - apprenticeship training	Training opportunities; voluntary apprenticeship program; employment opportunities, education programs				x_1	x_2
7	35-8-2 Apprenticeship Council	Composition, terms, duties				x_1	x_2
8	35-8-4 Joint Apprenticeship Committees	Composition, terms, duties; apprentice training				x_1	x_2

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U1

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
				x_L											x		
				x_L											x	x	Comparable to other states
															x	x	Comparable to other states
						x									x		
								x							x		
	x														x		
	x														x		
	x														x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
9	35-8-5 Definition of apprentice	15 years of age, written agreement, 4000 hours of experience; on-the-job training					x
10	35-8-6 Apprenticeship agreements: terms and conditions	Statement of description, number of hours in work and related instruction, wage schedule, and termination provisions				x_1	x_2
11	53-1-5 Fact-finding Body: purpose	Study scholastic and vocational objectives of public schools		x_1		x_2	x
12	53-1-11 State Board of Education and State Superintendent to formulate program	Design program to: fund, report to U. S. Commissioner of Education, consult with council composed of 1 man from each type of adult education activity or service		x_1		x_2	
13	53-7-4 Research funds apportionment	Fund divided among all state schools; includes area vocational schools		x_1	x_2		x
14	53-7-16 Cost distribution 53-7-18	$225,000 to maintain state school programs; anything above that amount goes into work-study and placing potential drop-outs in jobs; report to state legislature			x_1		
15	53-7-21 Number of Distribution Units: determined by:	1) fractional unit allowed for some courses beyond regular school term; 2) added funds for vocational programs in elem. and secondary school; 3) Board for Voc Ed conduct need assess.			x_1		
16	53-15-1 State Board of Education - areas of supervision	State Board of Education shall supervise Agriculture, Trade and Industrial, and Home Economics; shall recommend programs		x_1		x_2	

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U2

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
	x					x									x		
	x														x		
					x								x				Governor-authorized: body not required by law
															x		
		x											x				
													x				
													x				
															x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

U3

ID#	Statute Identification	Abstract	Purpose of Law				
			Acceptance	Authorization	Financial	Administration	Special (see sub-category)
17	53-16-1 Acceptance of Congressional Act	Renewal of act that specifically promotes vocational education	x				
18	53-16-2 Board of Vocational Education - Chief Officer	State Board of Education = State Board for Vocational Education; Chief Officer is state superintendent for public instruction		x_1		x_2	
19	53-16-3 Funds - Expenditure Of	Money given to federal vocational fund of Utah shall be spent to promote vocational education			x_1	x_2	
20	53-16-4 State treasurer, custodian	State treasurer is in charge of vocational funds			x		
21	53-16-5 Powers of Board	May cooperate with U. S. Office of Education to administer funds, programs, etc.		x_1		x_2	
22	53-16-5.1 Vocational-Technical Centers under control of Board of Vocational Education	Board shall prescribe courses, give post-secondary credit for program completion, and record training of individual				x_1	x_2
23	53-16-7 Vocational classes in district schools	Board of Education may establish all-day, evening, and part-time vocational schools; also may expend money		x_1		x_2	x
24	53-16-8 Biennial Report to Legislature	State Board for Vocational Education shall list: condition of vocational ed. in state; schools with federal and state aid, and expenditure of that aid				x	

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U3

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
													x		x		*Important
															x		
													x				
															x		
															x		
		x											x				
		x											x				
													x				

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

ID#	Statute Identification	Abstract	Purpose of Law: Acceptance	Authorization	Financial	Administration	Special (see sub-category)
25	53-16-9 Acceptance of Act of Congress	74th Congress Act for ". . .further development of vocational education in several states. . ."	x_1				
26	53-16-11 State Board to administer funds	Federal and state money to be administered by State Board for promotion of vocational education			x_1	x_2	
27	53-16-12 Acceptance of federal aid	Will accept federal aid; administer through State Board	x				
28	53-16-13 Vocational Education students: exempt from payment of tuition and registration fees	Students at certain state universities are exempt from fees if enrolled in vocational education			x		x
29	53-16-14 Utah Technical College at Provo and Utah Technical College at Salt Lake	Both are state schools of two years; administered by State Board of Education				x	x
30	53-16-15 Curriculum	Vocational and technical courses must comprise at least 3/4 of courses taught; includes technical and general curricula, adult ed, and employment preparation				x_1	x_2
31	53-16-16 Qualifications for entrance	Preference given to qualified veterans; also open to other individuals who qualify				x	
32	53-16-17 Advisory Boards: Individual Schools	Designed to promote cooperation between vocational education, school districts, and industrial needs				x_1	x_2

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U4

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
													x				*Important
													x				
													x				*Important
											x		x				Specific schools are listed in documents; VE student fee waiver
											x			x			Specific application; could be general to inc. all state schools
											x		x				Provides guides, guards against going academic
													x				Entrance not based on previous schooling
											x		x				Provides direction; important to quality vocational education

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

ID#	Statute Identification	Abstract	Purpose of Law				
			Acceptance	Authorization	Financial	Administration	Special (see sub-category)
33	53-16-19.1 Degrees and Certificates	Provo and Salt Lake can give terminal certificates and associate degrees in trade, vocational, technical, and industrial courses only				x	
34	53-17 Vocational Rehabilitation	series of laws relating to vocational rehabilitation - funds, programs, etc.		x_1		x_2	x
35	53-24-6 Courses of study, hours of work	Part-time classes for employed children shall meet at least 4 hours per week				x	x
36	53-24-8 Classes not required	If above classes are not expedient, must justify to State Board of Education				x	x
37	53-24-9 Expense of Maintenance	Vocational Education Board will reimburse 50% of the cost to any Board of Education to establish part-time classes			x_1	x_2	x
38	53-30-1 Adult Education	series of laws		x_1		x_2	
39	53-30-5 Qualifications	Qualifications listed; district superintendent may exempt person from fees		x_1	x_2		
40	53-30-6 Appropriations for Adult Education	Special Adult Education Fund established		x_1			x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U5

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
														x			
										x					x		
				x_L									x				
				x_L									x				
				x_L									x	x			Formula needs improvement to be incentive to Board of Education
x															x		
													x				
x													x				

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

ID#	Statute Identification	Abstract	Purpose of Law				
			Acceptance	Authorization	Financial	Administration	Special (see sub-category)
41	53-30-7 Governor authorized to accept federal provision	Governor may accept and disburse funds	x_2	x_1	x		
42	53-30-8 Administration of Act	After Governor accepts, State Superintendent and State Board of Education can effect it; can put funds into adult education		x_1	x	x_2	x
43	53-30-9 Expenses payment of State Employees for Adult Education	Most payment is made from the Adult Education Fund; local expenditures to come from local Board			x_1	x_2	x
44	53-33-1.4 Snow College 11.4 Dixie Jr. College 18.4 College of Eastern Utah	Established as a 2-year college; provides terminal vocational and trade education course				x_1	x
45	53-48-4 State Board of Higher Education created	Provo and Salt Lake Technical Colleges still under State Board for Vocational Education		x_1		x_2	x
46	53-48-8 Responsibilities of State Board of Higher Education	Includes evaluation and master plan for vocational education				x_1	x
47	53-48-13 Curriculum changes	Must check with Board for Vocational Education to avoid overlap with vocational and high schools				x_1	x
48	53-48-20 Board designated state agent for federal aid	Research grants provisions: determine who is getting them, in what fields, etc.		x_1	x	x_2	

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U6

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
												x				May be restrictive
x												x				Needs study with above
x														x		
x									x						x	Names specific colleges - model law could be general
									x				x			Dichotomy in post-secondary
									x			x				Involvement good for coordination and cooperation
									x			x				Good coordination feature
												x	x			Needs study

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

ID#	Statute Identification	Abstract	Purpose of Law Acceptance	Authorization	Financial	Administration	Special (see sub-category)
49	55-17-1 Purpose of Act - Manpower Development	Must use funds for manpower training, work experience, placement, etc.		x_1		x_2	x
50	55-17-2 Manpower Planning Council	Includes vocational education members				x	x
51	55-17-3 Manpower - Executive Director	Responsible to governor				x	x
52	55-17-4 Manpower Planning Council - responsibilities	Develop comprehensive state plan; submit recommendations for reorganization of state agencies; CAMPS and MDTA committees				x	x
53	55-17-5 Additional responsibilities of the Council	Accept and disburse federal funds	x_1		x	x_2	x
54	58-1-13 Standards Committee	Committee action on maintenance of standards entrance into schools, entrance into apprenticeship, for licensing, etc.				x	x
55	58-1-17 License application Apprenticeship	Made through Registration Department				x	
56	58-1-23 License renewal Apprenticeship	Annual renewal required				x	

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U7

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
											x		x				Specifics listed in act Manpower
					x						x		x				List of members given in act Manpower
					x						x		x	x			Manpower; needs study
					x						x				x		Manpower
					x						x			x			Needs study
					x								x				
															x	x	See also 58-1-18
															x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

U8

ID#	Statute Identification	Abstract	Purpose of Law: Acceptance	Authorization	Financial	Administration	Special (see sub-category)
57	58-1-24 License renewal: provisions for revocation if not renewed (apprentice)	Must be renewed annually; otherwise, license will be revoked				x	
58	58-18-7 Supervision of apprenticeship plumber	1:1 ratio between journeyman and apprentice				x	x
59	63-31-6 Cooperation with other agencies	Department of Development Services may use facilities of other organizations				x	
60	63-42-9 Systems Planning and Computing Steering Board	Coordination between state and educational agencies				x	
61	63-44-9 Appropriations: maintenance, aid	Aid for community development to meet non-federal share of funding			x_1	x_2	
62	65-7-2 Land and agency definitions	Includes state vocational schools and industrial schools				x	x
63	65-7-6 Agencies authorized to acquire land	Includes state vocational schools, agricultural colleges		x			
64	35-8-8 Separability clause	If any provision is declared invalid, the remainder of the act is still valid					x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U8

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
														x		
	x													x		
												x				
												x				
												x				
						x						x				
												x				
											x	x				Consider for model

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State UTAH

ID#	Statute Identification	Abstract	Purpose of Law Acceptance	Authorization	Financial	Administration	Special (see sub-category)
65	51-5-9 Consolidation of existing funds	Monies to be divided into general, school, building, maintenance, and other specified funds			x_1	x_2	
66	53-6-20 Powers of Boards of Education	Joint operation of schools of adjoining school districts; operative cost pro-rated for those students who live and attend school in different districts		x_1	x_2	x	
67	53-38-1 Powers of State Board of Education	May purchase, construct, improve various projects and buildings		x_1		x_2	x
68	53-45-2 Definition: State Institution of Higher Education	Includes technical colleges					x
69	53-48-3 State System of Higher Education	Includes technical colleges		x_1		x_2	x
70	53-48-19 Creation of Instituional Councils for each institution	State Board of Education is governing board for Provo and Salt Lake Vocational Schools; authorized and empowered to act on behalf of institution		x_1		x_2	x
71	53-24-7 Study Courses for Employed Minors	Part-time classes required if more than fifteen minors are employed in the district				x	x
72	63-44-7 Community Affairs Department and Programs	Community development training programs, state office of economics opportunity, etc.		x		x	

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

U9

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
																x	Note: see Smith-Hughes Act; account not applicable to study
															x		
			x												x		
						x			x						x		
									x						x		
					x						x					x	Applies to all institutions; authority delegated by Board of Higher Educ.
								x					x				
																x	Special

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

U10

State UTAH

	Statute Identification	Abstract	Purpose of Law: Acceptance	Authorization	Financial	Administration	Special (see sub-category)
73	63-10-7.1 Appropriations for Building and Expansion Programs	Appropriations listed: amounts given to designated schools and programs in the state		x_1	x_2		
74	71-4-1 Education or Training Institute Definition	Any school that receives funds from the state of Utah				x	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
															x		
						x									x		

* x_L = Child labor laws
x_E = Exceptional child laws

STATUTE CATEGORIZATION FORMS

VIRGINIA

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORMS

V

State Virginia

Purpose of Law

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
1	2.1-1 Departments	Department and division of State government		x_1		x_2	
2	2.1-64.8 Powers of Authority	Funds to accept from Federal government, etc.	x_1	x_2			
3	2.1-64.29 Division created; Supervision of government; Director Advisory Board	Created Human Resources Division		x_1		x_2	
4	2.1-64.30 Responsibility of Division	Promote knowledge of training opportunities - education of minority - apprenticeship, placement, (Civil Rights)				x	
5	2.1-64.31 Powers and duties of Director	Duties imposed by law				x	
6	3.1-18.2 Powers & duties	Administrator of consumer affairs Promote consumer education				x	
7	3.1-41 Duties of Extension Division	How work is carried on for instructional and demonstrational purposes i.e. Agriculture, Business, Industry, Home Economics, Resources Development				x	
8	3.1-42 Appropriations by General Assembly	Appropriations from general fund (permissive)			x		

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

V1

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
														x		
														x		*Important to Voc Ed
												x				
												x				
												x				
												x				
														x		
														x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State VIRGINIA

			Purpose of Law				
ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
9	3.1-43 Purposes for which funds may be used	Agriculture, business, industrial, home economics, 4-H clubs, resource development, and related subjects			x_2	x_1	
10	22-9.1 Special education for the physically, mentally, and emotionally handicapped	State Board of Education authorized to operate programs of special education		x_1		x_2	x
11	22-9.1:5 Power of cities, counties, etc. to appropriate funds for above	Appropriation and expending of funds for handicapped programs		x_1	x_2		
12	22-9.3 Advisory Council on needs of handicapped children	Advisory Council created		x_1			x
13	22-55.1 Expenditure for education of children in special education in non-sectarian schools	Authorized, but limited to persons between the ages of 6 and 20		x_1	x_2	x	
14	22-218.3 Persons 20 years of age and older who may be admitted to schools	Discretionary: can be admitted if not imparing to school				x	x
15	22-239 Classes for industrial, agricultural, and household arts or commercial education	School Board may establish to meet vocational needs of persons over 14 years of age		x		x	x
16	22-319 State Board of Vocational Education	State Board delegated to act as Vocational Board; to cooperate with federal Board		x_1		x_2	x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

V2

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
														x		
			x											x		
														x		
					x									x		
													x			
x												x				Makes allowance for older students to attend school
			x									x				Supportive
			x											x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION

State VIRGINIA

ID#	Statute Identification	Abstract	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
			Purpose of Law				
17	22-321 Supervision and management of schools	Authorization for supervision and management of schools receiving appropriations of vocational funds, including agriculture, trade and industrial, and home economics		x_1		x_2	
18	22-322 Department of Vocational Education	Establishes a Department of Vocational Education		x_1		x_2	
19	22-323 Expenditure of State funds	Monies appropriated for vocational education shall be exclusively for vocational education			x_1	x_2	
20	22-324 Governing bodies of counties and cities may make appropriations	Authorization to appropriate funds to establish, equip and maintain department of vocational education		x_1	x_2		
21	22-330 State Board of Education to establish industrial, agricultural, household arts, and commercial schools	State Board authorized and directed to establish and maintain said schools and allow monies to approved schools		x_1	x_2		
22	22-330.1 Establishment of Virginia Board of Vocational Rehabilitation	Appointment of members, terms, per diem and expenses		x_1		x_2	x
23	22-330.3 Transfer of certain functions, etc., of State Department of Education to Board of Vocational Rehabilitation	All powers, functions, funds, records and property transferred and vested in Rehabilitation Board		x_1	x_2		x
24	22-330.17 Definitions:	Trade and technical schools, business schools, course of instruction, etc.; education - private, trade, business, and correspondence school					x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

V3

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
													x				
													x				
													x				Safeguard
													x				
													x				
										x					x		
										x			x				Consider for Vocational Education Bd.
						x									x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State VIRGINIA

ID#	**Statute Identification**	**Abstract**	Acceptance	Authorization	Financial	Administration	Special (see sub-category)
			Purpose of Law				
25	22-330.21 Certificate of Approval	Private school must be approved				x	x
26	22-348 Agreement on qualifications	Interstate agreement on qualifications of educational personnel				x	x
27	23-9.10:1 Coordinating agency for post-secondary education programs for health professions and occupations	Council of Higher Education is so designated as the coordinating agency		x_1		x_2	x
28	23-214 Definitions	Community College terms, including vocational, technical, etc.					x
29	23-230 Chancellor authorized to receive grants-in-aid, etc.	To provide vocational and technical and other programs (federal and other)		x_1	x_2		x
30	23-222 Transer of facilities, assets and programs to State Board for Community Colleges	Effective July 1, 1967; provides support for separate colleges within universities by establishing separate Board for Community Colleges		x_1		x_2	x
31	40.1-89 Employment not allowed - child labor	Certain employment restricted unless a school-employer safety program is established etc.				x_1	x_2
32	40.1-100 Certain employment prohibited	Age and type job restrictions				x_1	x_2

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

V4

Special Purpose Statutes - Sub-categories													Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)		Exemplary	Restrictive	Standard	Other	Comments
											x				x		See other sections on private schools, inc. correspondence schools
											x		x				
									x						x		
						x			x						x		
									x						x		See other sections referring to community colleges
									x				x				
				x_L									x				
															x		

* x_L = Child labor laws
x_E = Exceptional child laws

STUDY OF STATE LEGISLATION -- STATUTE CATEGORIZATION FORM

State VIRGINIA

V5

ID#	Statute Identification	Abstract	Purpose of Law: Acceptance	Purpose of Law: Authorization	Purpose of Law: Financial	Purpose of Law: Administration	Purpose of Law: Special (see sub-category)
33	40.1-117 Apprenticeship Council: Establishment of	Governor-appointed; Commissioner and State Supervisor of Trade and Industrial Education shall be ex-officio members; Council shall establish standards, etc.		x_1			x_2
34	40.1-120 Definition: Apprentice	Person at least 16 years of age; written agreement with employer, approved by Council; 4000 hours of employment and related instruction					x

x_1 = Primary purpose or function
x_2 = Secondary purpose or function

V5

Special Purpose Statutes - Sub-categories												Evaluation				Comments
Adult Education	Apprenticeship	Area V-T School	Boards	Child L/E *	Councils	Definitions	Districts	Employment	Post-Secondary	Voc. Rehab.	Other (see Comments)	Exemplary	Restrictive	Standard	Other	Comments
	x				x									x		See also 40.1-118,119
							x							x		See also Sections 40.1-121 to 40.1-126; more info on apprentices

* x_L = Child labor laws
x_E = Exceptional child laws

APPENDIX B

CROSS-REFERENCE MATRIX OF IDENTIFIED STATE STATUTES

The Cross-reference Matrix is composed of descriptions of one hundred general and special-purpose laws extracted from the total list of three hundred and four laws identified as relevant for study. A description of these laws is found randomly in brief abstract form in the second column beginning at the left edge of the form. The primary purpose for which each law was enacted appears in the first column. In some cases two purposes are noted (many laws are multi-purpose, e.g. authorization and administration.)

Moving to the right across the form are listed the states involved in this study. Under each respective state are listed the law or laws of that state that most closely correspond to the described law in the second column.

The blank areas imply that a state does not have a statute comparable to the law listed; however, that state may vest the same authority in regulations state boards of education or some other agencies. Likewise, similar authority may be incorporated as part of another law. This form illustrates the inconsistency of legislation state to state and the many areas not directly covered by specific legislation.

Eventually if model legislation were developed a state could superimpose its legislation against the model in the manner shown here. The state could identify the missing components of its laws, and using the model as a guide, each state could develop comprehensive legislation to eliminate roadblocks to curriculum and program development, insure continuity of programs, and improve the efficacy of education and training of all human resources of that state.

CROSS-REFERENCE MATRIX OF IDENTIFIED STATE STATUTES

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
1	Acceptance	Accepts Smith-Hughes, Vocational Education Act of 1963 and other subsequent acts	77-133 (M14)	3303.02 (07)	89-9-VACS 2675N (T19)	53-16-9 (U25)	2.1-64.8 (V2)
2	Acceptance	Renewal of act that specifically promote vocational education				53-16-1 (U17)	
3	Acceptance	Acceptance of federal aid administration through state board				53-16-12 (U27)	
4	Acceptance	Advisory Council may accept gifts and grants	41-409F (M5)				
5	Acceptance	Governor may accept and disperse federal funds				53-30-7 (U41)	
6	Acceptance	State board of education may accept federal funds for the state	77-125 (M13)				
7	Acceptance	State advisory council for vocational education shall receive and administer any funds appropriated to it under federal acts	41-409H (M6)				
8	Acceptance	Acceptance of funds other than federal, by local boards, chancellors, or trustees					23-230 (U29)

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
9	Authorization	State Board of Education is the State Board of Vocational Education, or is authorized to act as	77-133 (M14)	3303.02 (07) 3303.04 (08)	889-11.24 889-11.34 (T28) (T29)	53-6-20 53-16-2 (U66) (U18)	22-319 (U16) 22-322 (U18)
10	Authorization Administration	State Board of Education: Powers, Duties	77-125, 133, 136 (M13) (M14) (M15)	3313.39(025) 3303.02-.04-67. (08)	889-13.02(T72) 89-16 VACS 2675N(T20) 163-1 VACS 2675-1(T65)	53-16-5+(U21) 53-38-1 (U67) 53-1-11 (U12)	22-330 (V21)
11	Authorization Administration	Commissioner of Education: Duties, Powers			889-11.52 (T31)		
12	Authorization Administration Council	State Advisory Council on Vocational-Technical Education: Creation, Composition, Duties, etc.	41-409(A-D) (M1) thru (M3)		89-(2-8)VACS 2675N (T14) thru(T18)		
13	Authorization Council	Apprenticeship and Training Council	89-(50-56) (M20)			35-8-2 (U7) 35-8-4 (U8)	40.1-117 (V33)
14	Authorization Administration Council	Council of Higher Education: Creation, Powers, Duties	77A-30 (M19)		487-10 VACS 2919c-2(T8) 487-16 VACS 2919c-2(T9)	53-48-(4-20) (U45) thru (U48)	23-9.10:1 (V27)
15	Authorization Administration	State Board of Higher Ed, State Board for Community College or Board of Regents Creation, Composition, Duties, Powers	77A-8(M31) 77A-30 (M32)	3333.05(041)	889-51.094 (T49)	53-48-4 (U45)	23-222 (effective 7-1-67) (V30)
16	Authorization	Board of Trustees of Community College	77A-1 (M17)	3357.05+(054) 3354.09 (050)			

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
17	Authorization Council	Human Resources Division					2.1-64.29 (V3)
18	Authorization Council	Advisory Council on Needs of Handicapped Children					22-9.3 (V12)
19	Authorization Administration	Vocational Rehabilitation (Includes Boards, Duties, Programs, etc.)	77-136 (M15)	3304 (all) (010)		53-17 (U34)	22-330+ (V21 thru (V23)
20	Authorization	Worker Retraining and Rehabilitation		3304 (all) (010)			
21	Authorization Council	Joint Committee for Advisory Purposes: Creation, Composition, Duties			89-19 VACS 2675 N (T23)		
22	Authorization	Associate Commissioner for Occupational Education and Technology: Position Created in Texas Ed Agency			89-18 VACS 2675 N (T22)		
23	Authorization	Cooperation with Federal Agencies	78A-13B (M33)	3303.04 (08)		53-16-5 (U21) 63-44-7 (U72) 63-31-6 (U59) 35-4-11 (U5)	
24	Authorization Special	Importance of Higher Education Stated in Law			380-1 VACS 2647c-2-1 (T12)		

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
25	Authorization	Act Shall Be Known as "State Vocational Education Act of 1969"			89-1 VACS 2675N (T13)		
26	Authorization Acceptance Administration	Federal Appropriations: Authorization for Acceptance and Administration of Given Funds	77-125 (M13)			53-30-7 (U41)	
27	Authorization Acceptance Administration	State Appropriations: Authorization for Acceptance and Administration of Given Funds					3.1-42 23-230 (V8)
28	Authorization Acceptance Administration	Local Appropriations: Authorization for Acceptance and Administration of Given Funds					22-324 (V20)
29	Authorization	Appropriations for Adult Education				53-30-6 (U40) (Special fund established)	
30	Authorization	Establishment of Vocational Classes, Schools, and Programs			827-10 (T26)	53-16-7 (U23)	22-330 (U21) 22-239 (U15)
31	Authorization	Authorization to Establish Special Education Classes and Programs for Handicapped		3313.53 (O26)			22-55.1 (V13)
32	Authorization Post-Secondary Adult	Authority to Establish Summer Schools, Adult and Post-Secondary Insitutions	77-43 (M10)	3313.531 (O27) 3313.641 (O28) 3349.28 (O45)			

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
33	Authorization	Establishment of Colleges			889-51.094 (See Board of Regents) (T49)		
34	Authorization	Authority to Establish Free School Systems	77-142 (M30)				
35	Authorization Administration	Supervision and Management of Schools					22-321 (V17)
36	Authorization	Accreditation, Certificate of Approval for Private Schools					22-330.21 (V25)
37	Authorization	Vocational Education Students: Qualifications, Tuition and Fee Payments, etc.				53-16-13(U28) 53-30-5 (U39)	
38	Authorization District	Technical College District		3357.04 (053) 3354.02 (048)			
39	Authorization Financial	School Districts: Taxing Power			889-28.02 (T45)		
40	Authorization Districts	County Industrial Training School District			889-1 (T61) 889-27.01 889-27.07 (T41) (T43)		

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
41	Authorization Joint Voc. School District	Joint Vocational Schools and School Districts	77-56A (M 29)	extensive 3311.16, .18 3311.172 3311.211, 212, 213, 218	889-1 (T62) 889-28.01 (T44)		
42	Authorization	Acquisition and Appropriation of Land for Voc. Schools		(O17 thru O24) 3313.39 (O25)		65-7-6 (U63)	
43	Authorization Financial	Public Improvements Obligations	77-124 (M12)	(O2) 129.70,71(O3) 154.02 (O5) 1151.295(O6)			
44	Authorization	Contracting for Vocational Services		3313.91 (O31)			
45	Authorization	Contracting for Special Instruction		3315.09 (O33)			
46	Authorization Employment	Wage Payment to Students in Occupational Work or Product-Producing Situation		3313.93 (O26)			
47	Authorization	Regional Education Compact			331-2VACS 2919D (T67)		
48	Authorization	Appalachian Regional Development Act of 1965	78A-13B (M33)				

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
49	Authorization Administration	Each School District Shall Establish and Maintain Vocational Education		3313.90 (O 30)			
50	Authorization Administration	State Board of Education and State Superintendent to Formulate Programs, Funds, Report to U. S. Commissioner of Education				53-1-11 (U12)	
51	Authorization Administration	State Board of Education May No Longer Create School District but May Execute Established Powers			889-11.28 (T71)		
52	Authorization Administration	Transfer of Facilities, Assets, and Programs to State Board for Community Colleges					23-222 (V30) (Effective 7-1-67)
53	Authorization Administration	Board of Higher Education and State Board of Education Shall Encourage and Develop New Programs in V-T and Make Recommendation			487-10VACS 2919c-2 (T8)		

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
54	Administration	State system of higher education to include technical colleges.		3357.18 (O 59)	487-10 VACS 2919-2 (T8)	53-45-2 (U68) 53-48-3 (U69)	
55	Administration	Interstate agreement on qualifications of educational personnel		3319.42 (O 38)			22-348 (V26)
56	Administration	Federal and State monies for vocational education to be administered by state board for vocational ed.				53-16-8 (U24) 53-16-11 (U26)	
57	Administration	All appropriate state boards shall cooperate with advisory councils on studies and reports	41-409E (M4)				
58	Administration (safety)	Protective eye devices requested of teachers and students engaged in certain activities	77-89 (M11)	3313.643 (O 29)	889-21.909 (T40)		
59	Administration	Part time classes for employed youth under 18		3331.04 (O 40)		53-24-6, 7 (U35, U71)	
60	Administration	Child labor laws, prohibiting certain types of employment, work permit and other stipulations	100-6 thru 16 (M24) 100-39 (M23) 49B-19 (M25)	4109.12 (O 61)		34-23-4 (U1)	40.1-100 (V32) 40.1-89 (V31)
61	Administration	Administration of Employment Security Act-among others, encourage & assist in adopting practical methods of - vocational ed. training & guidance	95A-12 (M21)			34-4-11 (U5)	

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
62	Administration	Eligibility to attend school district operating vocational school program	100-37 Doesn't preclude any age from receiving industrial education (M22)		889-28.10 (T77) 14-21 years of age(restrictive) 236-10 VACS-2802K any resident over 14 may attend (T10)		22-218.3 20 years of age & over may be admitted if not imparing to school (non restrictive) (V14)
63	Administration	Establish and Operate special department in college or state university		3335.20 (Department of Ceramics) (O 44)			
64	Administration	Monthly base pay of vocational teachers shall be the same as classroom teachers			889-16.33 (T36)		
65	Administration	Vocational educators of trade and industrial courses not required to have a Bachelor's degree			889-13.06 (T34)		
66	Administration Definitions	Definitions of Community, Junior, or Technical Colleges		3354.01 (O47) 3357.01 (O51) 3357.02 (O52)	487-2VACS 2919c-2 (T7)		23-214 (V28)
67	Administration Definitions	Definitions of Trade and Technical Schools, Business Schools, Private Trade and Correspondence Schools				74-4-1 (U74)	22-330.17 (V24)
68	Administration	Advisory Boards for individual schools to promote cooperation between VE, school districts, business and industry				53-16-17 (U32)	

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
69	Administration	Specially appointed bodies to study scholastic and vocational objectives of public schools				53-1-5 (U11)	
70	Administration	Standards of Quality: Maintenance of Standards				53-1-13 (U54)	Recent (1/72) legislation on quality standards inc. HB 845
71	Administration	Board of Higher Ed. must coordinate with Board for VE to avoid curriculum overlap with Voc-Tech schools and high schools				53-48-13 (U47)	
72	Administration	Technical college curricula must be comprised of at least 3/4 vocational and technical courses				53-16-15 (U30)	
73	Administration	Systems Planning and Computing Steering Board shall be formed to coordinate between state and educational agencies				63-42-9 (U60)	
74	Administration	All public free high schools located outside of city shall offer industrial arts, home economics, agriculture and other VE course			889-21.107 (T38)		
75	Administration	Governing body shall establish regional colleges of 3 divisions, one being adult, which includes vocational education			272-14 VACS 2815T (T6)		
76	Administration	All post-secondary technical programs shall be operated by technical colleges		3333.14 (O 43)			

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
77	Administration (apprenticeship)	Definitions				34-35-2 (U4) 35-8-5 (U9)	40.1-120 (V34)
78	Administration (apprenticeship)	Declaration of public policy and duties of apprenticeship council	89-53 (M34)			35-8-1 (U6)	
79	Administration (apprenticeship)	Apprenticeship council joint apprenticeship committee and apprenticeship agreements				35-8-2 (U7) 35-8-4 (U8) 35-8-6 (U10)	
80	Administration (private school)	Certificate of approval of private schools and requisition reports	77-12 (M26) 77-14 (M27)				
81	Administration	Manpower planning council - responsibilities. (to include vocational education members)				55-17-2 (U30) 55-17-3 (U31) 55-17-4 (U32) 55-17-5 (U33)	
82	Administration	State board of higher education. Financing higher education. Board duties include recommending policies for voc-tech programs and adult education.	77A-30 (M32)		487-16 VACS 2919C-2 (T9)		
83	Administration	Responsibilities of state board of higher education, include evaluation and master plan for vocational ed.				53-48-8 (U46)	

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
84	Administration	Junior colleges must be accredited by State Board of Education to be eligible for appropriations			327-2VACS 2815J-2 (T2)		
85	Administration	For junior college to be eligible for state appropriations it must offer a minimum of 24 semester hours of vocational					
		education and/or terminal courses, comply with other laws, collect and grant fees			889-51.003 (T47)		
86	Administration	Governing Board shall perform studies relative to technical institute education		3357.19 (O 60)			
87	Administration	Planning for post-secondary insitution will be conducted: how, and by whom, includes other stipulations		3357.05 (O 54) 3357.07 (O 55) 3357.11 (O 57)	889-51.001 (T78)		
88	Administration	Forming districts, planning, financing, and operating procedures, ref. joint vocational school (area vocational school)		3311.17 (O 12) 3311.19 (O 14) 3311.20 (0 15) 3311.217(O 22) others:extensive			

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
89	Financial	To improve educational opportunities by lending funds to students - provisions include vocational schools	43A-2 (M7)	3351.05 (O 46) 3333.12 (O 42) 1151.295 (O 6)			
90	Financial	Special foundation units for vocational education include vocational teacher units			334-Article III 1-VACS (T3) 334-Article V 1-VACS 2922-13 (T4)		
					889-16.14 (T35) 889-28.07 (T76)		
91	Financial	Supplement state salary aid for vocational teacher unit			889-16.98 (T37) Multiply by $50.00		
92	Financial	State counstitution mentions technical and vocational education in reference to issueance of bonds & note for capital improvement		Article VIII, 2i (O 1)			
93	Financial	Area vocational school can charge tuition for students from outside of district		3311.211 (O 17)			
94	Financial	Public improvement fund; use and investment of monies - include vocational education	77-124 (M12)				
95	Financial	General state school fund includes appropriations for vocational schools (comparable to above)		129.71 (O 3) 154.02 (O 5) 1151.295 (O 6)		63-10-7.1 (U73)	

ID#	LAW PURPOSE	DESCRIPTION OF LAW	MARYLAND	OHIO	TEXAS	UTAH	VIRGINIA
96	Financial	Earmarked federal and state funds for vocational education must be expended on vocational education			249-1 VACS 2827E (T11)	53-16-3 (U19)	22-323 (V19)
97	Financial	Research funds apportionment divided among all schools including area vocational schools				53-7-4 (U13)	
98	Financial	Institution must be accredited to receive share of appropriation			327-2 VACS 2815J-2 (T2) (junior colleges) 234-2-VAC 2815J-2 (T1)		
99	Financial	Manpower development funds must be used for manpower training, work experience, placement, etc				55-17-1 (U49)	
100	Financial	There shall be appropriated annually an amount sufficient to supplement local funds for the proper supporter etc. of junior colleges			(T48) 889-51.003 889-28.04 (T49) 889-28.11 (T75)		

APPENDIX C

DEFINITIONS OF THE FOUR CATEGORIES OF MAJOR PURPOSES (AS USED IN THIS STUDY) FOR WHICH LAWS HAVE BEEN ENACTED

Acceptance Law: an act that approves the receipt of funds, services, goods and/or materials for the purpose and intent that such are made available.

Authorization Law: the legal authority, justification, and sanction empowering a subordinate agency to act for itself for the greater good of the constituency of the governing body.

Financial Law: an act that appropriates, prescribes formula, defines financial sources, outlines procedure of collection, control, and disbursement of tax monies and other funds, provides loans, authorizes bond sales, and initiates other actions that obtain or grant financial aid for state government, public education, individual assistance, and public facilities and services.

Administration Law: an act that prescribes and directs a management process. It calls for the execution of public affairs as distinguished from policy-making activities. This type of law guides and directs the agency given the authority and charged with the responsibility to carry out the intent and mandates of the governing body.

APPENDIX D

EVALUATION CRITERIA

On the Statute Categorization Forms (Appendix A) appears an evaluation section. This section has four columns titled:

Exemplary
Restrictive
Standard
Other

An explanation of the criteria used to make these judgments may be helpful to eliminate misunderstandings. This information may be found on the following page.

APPENDIX D
Criteria

Exemplary: A law was judged exemplary provided:

1. It is extremely important to curriculum and program development in adult, career education, manpower, technical, and vocational education; and
2. It is a unique law only appearing in one or two of the states studied; and
3. It is a law that, although designed for a special purpose (which may even be outside the preview study), should be earmarked as an example for re-writing and inclusion as part of model legislation.

Restrictive: A law was judged restrictive when it appeared to limit a process, function, operation, or administration in an undue or unrealistic manner. However, a law may be restrictive in the above sense, but also in a desirable way. As an example, laws restricting the expenditure of funds to those purposes for which the monies were appropriated are evaluated as a restrictive law. But, in the case of manpower or vocational education, to mention only two areas, this law would also be judged as a good law in the Comments section provided to the right of the Evaluation section, because it safeguards and earmarks funds for a specific purpose.

Standard: A law was judged standard if it was relatively common to most states. This is not to imply that the law is of little consequence because, as in the acceptance of federal grants, this type of law is common to all states but is also extremely important if not vital to curriculum and program development.

Other: Again, this column acts as a miscellaneous category to use when the other three criteria do not apply. Usually additional information appears in the Comments block to clarify the evaluation.